School Bus Driver

PRE-SERVICE COURSE

Instructor Guide

© NYSED 2010

This page intentionally left blank.

Acknowledgements

We could not have prepared this curriculum without the ideas, enthusiasm, and guidance of the following people:

Marion Edick, *State Director of Pupil Transportation*

NYSED SBDI Advisory Committee: *Jim Brown, Robert Brown, Jason Burrick, Jorge DeJesus, Lorraine Misciagno, Susan Soudant, Faye Stevens, Peter Brockmann, Betty Hughes, Patricia Martell, Paul Mori, Chuck Paquette, Joseph Van Aken, Patricia Bailey, Lenny Bernstein (chair), Ted Finlayson-Schueler, Kathy Furneaux, Peter Lawrence, Peter Montalvo, James Rogan, and Maureen Ryan*

Safety Rules! Curriculum Advisory Committee: *Lance Frieberger, Cliff Berchtold, Joe Van Aken, Paul Mori, Mike Dello Ioio, Faye Waxman, Robin Parks, Teena Fitzroy, Deanna Adams, Peter Lawrence, Deb Stevens, Greg Jenne, and Judy Clarke*

Moravia CSD School Bus Drivers, Attendants, and Mechanics
Attendees at Syracuse focus group: *Tyronne Worrell, Luther Everson, Cindy Raulli, Deb Lilley, Deb Stevens, Tammy Payne, Chuck Paquette, Barb Biddlecome, Terri Kuss, Shelly O'Riley, and Pat Bailey*
Attendees at Rochester focus group: *Peter Lawrence, Michael Proukou, and Kitty Rhow*
Lee Comeau, *retired, author of the original (1989) Pre-Service Course*

- *JE & TFS, June, 2010*

Title: School Bus Driver Pre-Service Course – Instructor Guide

Authors: Jim Ellis and Ted Finlayson-Schueler

Copyright June 30, 2010
The University of the State of New York
The New York State Education Department
Office of Pupil Transportation Unit
EBA, Room 876
Albany, NY 12234-0001
Phone: (518) 474-6541 • Fax: (518) 474-1983

INTRODUCTION

This *Instructor's Guide* will prepare you to teach the NYSED *School Bus Driver Pre-Service Course*.

The primary goal of the *Pre-Service Course* is to ensure that every new school bus driver in New York State is prepared to safely transport students. The *Pre-Service Course* must be completed prior to transporting students.

The *Instructor's Guide* is one of the three instructional components of the course, which are:

- *Instructor's Guide*
- *Trainee Manual*
- *Course Slides with Instructor Notes*

The three components are designed to be utilized in conjunction with each other when teaching the course.

The *Pre-Service Course* is designed to be taught in a variety of instructional circumstances: to a single trainee a small group of trainees, or a full class.

The course consists of two blocks made up of a total of twelve units:

- Core Units (#1-5) - this is the mandatory part of the *Pre-Service Course* and must include at least 3 hours of instruction.
- Optional Units (#6-12) - any or all optional units may be taught at the discretion of the local school district or bus company. Note that some of the units fulfill federal requirements.

Every new school bus driver in New York State must complete the core units of the *Pre-Service Course* prior to transporting students.

INSTRUCTOR'S GUIDE TABLE OF CONTENTS

Credits

Introduction

Instructor's Guide Table of Contents

Part One: Teaching the *Pre-Service* Core - p. 6

- Overview of the *Pre-Service* Core – p. 7
- Materials and equipment needed to teach the *Pre-Service* Core – p. 7
- Who can teach the *Pre-Service*? – p. 8
- Preparing to teach – p. 8
- Thinking about the Pre-Service learner – p. 8
- Class size – p. 9
- Optional Letter to trainees – p. 10
- Facility – p. 11
- Use of the *Trainee Manual* – p. 11
- Use of the slides – p. 11
- Use of review questions – p. 12
- Final Exam – p. 12
- Documentation – p. 12
- Certificate – p. 12

Part Two: Teaching the Optional Units - p. 13

- Overview of the *Pre-Service* optional units – p. 14
- Teaching Optional Unit 6: Drugs and Alcohol and School Bus Safety – p. 15
- Teaching Optional Unit 7: Personal Safety – p. 16
- Teaching Optional Unit 8: Driving the Bus in Your Local Driving Environment – p. 17
- Teaching Optional Unit 9: Driving Small School Vehicles – p. 18
- Teaching Optional Unit 10: Pre-Trip and Post-Trip Inspections – p. 19
- Teaching Optional Unit 11: Transporting Students Using Wheelchairs – p. 20
- Teaching Optional Unit 12: Transporting Pre-School Students – p. 22

PART ONE:
Teaching the Pre-Service Core

OVERVIEW OF THE *PRE-SERVICE* CORE

The *Pre-Service* Core constitutes the mandatory three hours of instruction required of every New York State school bus driver prior to transporting students. The *Pre-Service* Core consists of five units.

(School districts and bus companies that wish to exceed minimum training requirements can utilize any or all of the seven additional Optional Units of the *Pre-Service Course.* If all twelve units are taught, the *Pre-Service Course* consists of ten hours of instruction. Separate lesson guides for the Optional Units are provided in Part Two of this *Instructor's Guide*.)

The *Pre-Service Trainee Manual* is intended as a supplement to the NYS Department of Motor Vehicles *Commercial Driver's License (CDL) Manual*. The *Pre-Service* curriculum is geared to trainees who have already obtained their CDLs with Passenger and School Bus endorsements and are thoroughly familiar with the material in the *CDL Manual*.

Obviously, the three mandated hours of instruction limits the amount of material that can be realistically covered in the core segment of the *Pre-Service Course*. Topics sufficiently addressed in the *CDL Manual* and CDL licensing process are not revisited in the *Pre-Service* Core. Vehicle handling and defensive driving, for example, are covered in depth in the *CDL Manual*, and a trainee's skills in these areas are carefully evaluated through the CDL licensing process. Therefore, the *Pre-Service Course* does not address these topics at length.

The five core topics of the *Pre-Service Course* are:

1. Key responsibilities of school bus drivers
2. Student management
3. Bus stop safety
4. Students with special needs
5. Emergency preparedness

These topics were selected because of their critical importance to new school bus drivers.

This 2010 edition of the *NYSED Pre-Service Course* replaces the previous *NYSED Pre-Service Manual*, first published in 1989.

MATERIALS AND EQUIPMENT NEEDED TO TEACH THE *PRE-SERVICE* CORE

Simplicity was a key goal in designing the *Core* curriculum. It is intended to be taught entirely in the classroom and consists primarily of an instructor-led, point-by-point review and discussion of the material in the *Trainee Manual.* (Optional units include hands-on, on-the-bus activities.)

Materials needed to teach the *Pre-Service* Core*:*

- *Pre-Service Trainee Manual* - Core Units (#1-5) - one manual for each trainee (trainees keep their *Manuals* after the course)
- *Pre-Service Course* Core slides with Instructor Notes (see below for suggestions about how to use the slides depending on the size of the class)
- LED projector and screen (if you will be projecting the slides)
- *Pre-Service* Final Exam (one for each trainee)

- Pencils and pens for trainees

WHO CAN TEACH THE *PRE-SERVICE*?

The *Pre-Service Course* can be taught by a NYSED-certified School Bus Driver Instructor (SBDI), or another trainer acting under the general supervision of an SBDI. In the latter case, the supervising SBDI should be familiar with the trainer's ability to provide effective safety instruction, and should be accessible to provide guidance about any aspect of the curriculum.

PREPARING TO TEACH

The fundamental core of the Pre-service course is the trainee manual. In order to teach the course, the instructor must become intimately familiar with its contents. Do not count on the PowerPoint slides to guide you through teaching this course without having bothered to read and digest the manual. If you have any questions about the content, seek clarification from an SBDI, Master Instructor or the appropriate governmental agency. It is vital that new drivers receive the practices, policies, requirements and procedures established by the state in correct form. Any misinformation provided to a driver in the pre-service will stay with that driver throughout their career.

THINKING ABOUT THE PRE-SERVICE LEARNER

Pre-service training poses several unique challenges and opportunities for instructors.

- Diversity of trainees. While it varies somewhat from region to region, and is influenced by the economic climate, the job of driving school bus has always drawn individuals from a surprisingly wide variety of backgrounds. It would be difficult to overstate the diversity of life experiences and work histories a trainer will encounter when working with new bus driver recruits. Class, ethnic, and cultural backgrounds; literacy, educational level, and fear of the classroom; basic grasp of what it means to hold down a job; and attitudes towards safety and children are only a few of the more significant variations to be expected. Of course, veteran school bus drivers are a diverse lot, too, but having transported children and participated in many trainings, they share the underlying common language of school bus safety. Instructors in the *Pre-Service Course* must keep constantly in mind the fact that their trainees lack this unifying experience. Great care must be taken to patiently explain every term, concept, scenario, and procedure, no matter how basic, without assuming that the trainees already understand it. If working with experienced school bus drivers means refining safety skills and attitudes, pre-service trainees are the unprocessed raw material.
- Learning window. Pre-service training is an unrepeatable opportunity to teach school bus drivers critically-important safety fundamentals. Starting a new job is scary and most new employees want to learn how to do things right. It's only human nature that this initial willingness to soak in new information recedes once they're on the job for a while. The unique learning window can close. Of the four legs of NYSED's school bus safety training program (*Basic, Advanced*, *SBDI*, and P*re-Service*), the *Pre-Service Course* is without question the most important to student safety.

- Bad habits. Trainees aren't blank slates. They come to the *Pre-Service Course* with their own driving histories and habits, which may be safety-positive - or not. Generalizations should be taken with a grain of salt, but school bus driver trainees with previous commercial driving experience - truck drivers, taxi drivers, charter bus drivers, etc. - can be especially challenging. Convincing experienced commercial drivers that transporting children is fundamentally different can be a struggle. It's an important struggle to win - overconfidence is a dangerous trait in a school bus driver.
- Overwhelming. The deluge of new information and ideas presented to school bus driver trainees can be overwhelming at first. It would be a poor training course if the result was convincing trainees they couldn't handle the job. A good instructor adjusts the pace of new information presented throughout the course depending on the mindset and confidence of the trainees. Exposing trainees to experienced bus drivers who "do it safely every day" can be reassuring, too.
- Impatience. Understandably, many trainees will be eager to finally complete all the pre-employment requirements and begin transporting students. In many cases, they won't be paid until then. Instructors may need to remind trainees that the material covered in the *Pre-Service Course* is essential to their ability to transport students safely.

CLASS SIZE

Except in large school districts or bus companies, or operations with a high turnover rate, *Pre-Service* instructors will often be teaching small groups of trainees, or even a single trainee at a time. With new school bus drivers in short supply in many areas, few operations can risk making prospects wait until there's enough for a larger class. New drivers don't come on line every day in most operations.

Teaching in front of very small groups can be challenging. It can be hard to spark or maintain group discussion, the engine of many successful training programs.

With very small groups of trainees, an effective instructor balances the need to systematically work through the curriculum with enough informality to make the session feel less like an awkward lecture and more like a conversation.

Projecting slides onto a screen in a typical classroom format can feel stilted with only one or two trainees in a class, and contribute to a gulf between instructor and trainee. A more intimate, less formal setting - for instance, simply propping a hard copy of the slides on a table or flipchart close to both instructor and trainees - may improve communication.

With larger groups of trainees (more than six), a more traditional instructional style is appropriate.

(optional letter for use if manual is distributed before class begins)

LETTER TO TRAINEES

Use the letter below to notify trainees of their upcoming *Pre-Service* class. Complete and adapt the letter as necessary. Provide a copy of the *Pre-Service Trainee Manual* along with the letter.

Dear School Bus Driver Trainee:

Your New York State Education Department *School Bus Driver Pre-Service Course* is scheduled for (time, date) at (location). This is a mandatory class for new school bus drivers. It is against the law to transport students before completing this course.

Before class, read the *Pre-Service Trainee Manual* provided along with this letter. It is your personal copy and will be a useful resource for you after you begin transporting students. Make notes in the manual if you wish. If you have questions about anything as you read, write them down in the notes section at the end of each Unit. You will have an opportunity to ask your questions during class.

Before coming to class, complete all review questions at the end of each Unit in the manual. A Final Exam will be administered at the end of the course. The review questions will help prepare you for the exam.

Bring your manual with you to class.

If you have any questions about this upcoming course, contact (name of instructor or supervisor) at (phone, email).

Sincerely,

(Name of instructor)

FACILITY

The *Pre-Service Course* should be taught in a comfortable, professional facility free from distractions.

Lighting, room temperature, seating, and audiovisual elements should be checked out ahead of time. Trainees should be seated at tables so they can spread out their manuals and take notes.

USE OF THE *PRE-SERVICE TRAINEE MANUAL*

All trainees should be given their own personal copies of the *Pre-Service Trainee Manual.* The five *Core Units* should be provided to all trainees; optional units can be provided if you wish. The *Manual* can continue to serve as a resource once the trainee begins transporting students.

OPTIONAL ACTIVITY: Distribute the manual before class. Trainees can read the manual before class and complete the review questions at the end of each Unit. They should then bring their manuals to class. The instructor will walk through the *Manual* during class, using the corresponding slides as talking points to keep the discussion on track.

USE OF THE SLIDES

Pre-Service Course slides may be projected onto a screen, or printed and used in hard copy.

The *Pre-Service* slides are intentionally simple. Their purpose is to provide talking points to guide discussion as the instructor "walks through" the topics of the *Pre-Service Manual.* Instructor notes are provided to support the key words and phrases on the slides.

Slides correspond closely with the material in the *Manual,* following the same sequence and utilizing the same numbering system. See sample slide below. For instance, Core Unit 2.2 is "Handling Persistent Behavior Problems" in both the *Manual* and the slides. Unit identification and numbering on the slides is in the upper left corner. The upper right corner of the slides is the individual topic covered in that particular slide - in this sample, "Video." The specific subsection of the slide is listed in the bottom right corner of the slide, e.g. 4.5.1. If there are multiple slides for one section a letter is added, so it would be 4.5.1a and 4.5.1b, etc.

Each unit's opening slide is numbered with a "W" ("welcome") - "1W, 2W," etc. Review slides at the end of each unit are indicated by "R" - "1R," etc.

Slides also include a simple visual ID in the lower left corner, consisting of one, two, or three circles for the core units. One yellow circle represents a title or transitional slide; two green circles represent a content slide; and three red circles represent a review slide. For the optional units, the circles are replaced with squares.

Core Unit 2.2:
Handling Persistent Behavior Problems
VIDEO
• Many school buses are equipped with video systems
• Their presence can be a deterrent
• Video documentation protects bus drivers – if you take safety seriously there's nothing to fear*
Pre-Service Course Slide 2.2.3

The last paragraph or bullet on each slide is indicated by an asterisk. (*) This alerts the instructor that the next click will bring a new slide and topic.

USE OF REVIEW QUESTIONS

During class, the instructor will use the review questions (the same review questions are provided on the slides) to lead an oral review of the material just covered in that Unit.

FINAL EXAM

The Final Exam should be administered at the end of the *Pre-Service Course.* It is provided as a separate file on the CD. Exam questions are drawn directly from the material in the *Manual*. Trainees who have read the *Manual*, completed the review questions, and paid attention during class discussion should have no problem with the Final Exam.

The Final Exam can be administered as a written or oral test. It is recommended that trainees attain a minimum of a 70% grade (21 correct out of 30 exam questions) on the Final. Trainees who score lower than 70% may need additional instruction to master all the material.

After all trainees have completed and turned in their exams, go over the questions with the whole class. Use the review to clarify any confusions and correct all misunderstandings. Make sure every trainee knows the correct answer to every question before leaving class.

Keep completed and graded Final Exams in each trainee's permanent training file.

DOCUMENTATION

Document trainee participation in the *Pre-Service Course.* Copies of sign-in sheets, course certificates, and the Final Exams should be maintained in each trainee's permanent training file. Documentation indicates compliance with NYSED training requirements and protects both the trainee and the employer.

CERTIFICATE

A *Pre-Service Course Completion Certificate* should be provided to each trainee at the completion of the course. A copy of the certificate should be maintained in each trainee's permanent training file. A blank certificate is provided as a separate file.

Instructors should make it clear that it is the trainee's responsibility to maintain possession of the certificate after class. Should the trainee one day take a job driving school bus in another area, possession of the *Pre-Service Certificate* may prevent the trainee from having to take the course again, although there is no required reciprocity for pre-service courses.

PART TWO:
Teaching the Optional Units

OVERVIEW OF THE PRE-SERVICE OPTIONAL UNITS

The seven additional optional units, which require approximately one hour of instructional time each, allow the local school district or bus company to tailor pre-service training to local needs. The second part of this *Instructor's Guide* contains instructional plans for the seven optional units. Because the optional units incorporate more hands-on, interactive instruction, a separate instructor's guide is provided for each.

TEACHING OPTIONAL UNIT 6: DRUGS AND ALCOHOL AND SCHOOL BUS SAFETY (1 hour; federal requirement for new school bus drivers)

Unit 6 Competencies:

1. Trainees will understand the prohibitions against driving a school bus while ability is impaired by drugs or alcohol.

2. Trainees will understand the tragic social cost of alcohol and drug abuse.

3. Trainees will understand federal drug and alcohol testing requirements for school bus drivers.

4. Trainees will understand the importance of checking personal medication for potential side effects that could impair the ability to drive a school bus.

Unit 6 Instructional Strategy:

1. Trainees may be provided with a printed copy of Unit 6 of the *Pre-Service Trainee Manual* before class. They can review read the unit and answer the review questions at the end of the unit in writing before class. They can then bring their copy and the completed review questions to class.

2. In class, the instructor should review the slides with the trainees, using the bullet points summarized on the slides to explain key content and spark discussion and questions from trainees.

3. Instructor should bring examples of warning labels for over-the-counter and prescription medications to class.

4. Instructor may include a guest expert on drug and alcohol abuse and testing if desired. A local school bus drug and alcohol testing provider or law enforcement officer could be appropriate.

5. Instructor should conclude class by going over the review questions orally, correcting any misconceptions and clarifying any confusions before class is finished.

TEACHING OPTIONAL UNIT 7: PERSONAL SAFETY (1 hour; federal requirement for new school bus drivers)

Unit 7 Competencies:

1. Trainees will understand the danger of letting personal stress affect the ability to drive a school bus safely.

2. Trainees will understand how to prevent an injury in the bus yard.

3. Trainees will understand the legal prohibitions against driving a school bus while fatigued.

4. Trainees will understand how to reduce the possibility of catching an infectious disease while transporting students.

5. Trainees will know how to determine the danger from hazardous materials present in the bus garage environment.

6. Trainees will understand their right to a safe workplace and environment and their legal protection against retaliation by an employer for reporting a dangerous situation.

Unit 7 Instructional Strategy:

1. Trainees may be provided with a printed copy of Unit 7 of the *Pre-Service Trainee Manual* before class. They can review read the unit and answer the review questions at the end of the unit in writing before class. They can then bring their copy and the completed review questions to class.

2. In class, the instructor should review the slides with the trainees, using the bullet points summarized on the slides to explain key content and spark discussion and questions from trainees.

3. After reviewing slides with trainees, instructor should lead a site visit walk-through of a school bus yard, pointing out potential hazards, traffic patterns, fueling procedures, etc.

4. Instructor should bring a body spill clean-up kit to class and review its contents with trainees. Extra plastic gloves should be provided so each trainee can learn how to put on and take off gloves.

5. Instructor should bring a binder of MSDS from a local operation and let trainees review them.

6. Instructor should conclude class by going over the review questions orally, correcting any misconceptions and clarifying any confusions before class is finished.

TEACHING OPTIONAL UNIT 8: DRIVING SAFELY IN YOUR LOCAL DRIVING ENVIRONMENT (1 hour)

Unit 8 Competencies:

1. Trainees will understand the key hazards they are most likely to face locally while driving school bus.

Unit 8 Instructional Strategy:

1. Trainees may be provided with a printed copy of Unit 8 of the *Pre-Service Trainee Manual* before class. They can review read the unit and answer the review questions at the end of the unit in writing before class. They can then bring their copy and the completed review questions to class.

2. Before class, the instructor should determine the specific hazards that are most likely to be encountered by trainees as they drive school bus locally. Instructor should select those slides for discussion during class.

3. In class, the instructor should review the relevant slides with the trainees, using the bullet points summarized on the slides to explain key content and spark discussion and questions from trainees.

4. After reviewing slides with trainees, instructor should lead a bus tour of several key local hazardous areas (i.e., challenging RRX, hill, intersection, or turnaround) with the trainees, illustrating points covered in class. For efficiency, the itinerary should be planned out ahead of time. A brief stop should be made at each hazard so trainees can personally observe the challenging features and discuss appropriate driving strategies.

5. After returning to the classroom, instructor should conclude class by going over the review questions orally, correcting any misconceptions and clarifying any confusions before class is finished.

TEACHING OPTIONAL UNIT 9: DRIVING SMALL SCHOOL VEHICLES (1 hour)

Unit 9 Competencies:

1. Trainees will understand the special safety challenges of transporting students in a small school vehicle instead of a full-sized school bus.

Unit 9 Instructional Strategy:

1. Trainees may be provided with a printed copy of Unit 9 of the *Pre-Service Trainee Manual* before class. They can review read the unit and answer the review questions at the end of the unit in writing before class. They can then bring their copy and the completed review questions to class.

2. Before class, the instructor should arrange to have several representative examples of small school vehicles used locally (i.e., a van, school car, and Type A bus) parked near the classroom.

3. In class, the instructor should review the slides with the trainees, using the bullet points summarized on the slides to explain key content and spark discussion and questions from trainees.

4. After reviewing slides with trainees, instructor should bring the class outside to inspect the sample small school vehicles parked nearby. The instructor should point out the features covered earlier in the classroom on each vehicle, giving trainees a chance to personally observe and if time allows, drive each type of vehicle.

5. After returning to the classroom, instructor should conclude class by going over the review questions orally, correcting any misconceptions and clarifying any confusions before class is finished.

TEACHING OPTIONAL UNIT 10: SCHOOL BUS PRE-TRIP AND POST-TRIP INSPECTIONS (1 hour)

Unit 10 Competencies:

1. Trainees will know how to conduct a professional school bus pre-trip.

2. Trainees will know how to fill out a Driver's Daily Vehicle Report.

3. Trainees will know how to conduct a post-trip inspection.

Unit 10 Instructional Strategy:

1. Trainees will likely have learned the "CDL Pre-trip" to obtain their license. This unit will teach them the proper New York State Education Department school bus pre-trip inspection.

2. Trainees may be provided with a printed copy of Unit 10 of the *Pre-Service Trainee Manual* before class. They can review read the unit and answer the review questions at the end of the unit in writing before class. They can then bring their copy and the completed review questions to class.

3. Before class, the instructor should arrange to have a representative bus parked near the classroom.

4. In class, the instructor should review the slides with the trainees, using the bullet points summarized on the slides to explain key content and spark discussion and questions from trainees. Trainees should refer to their manuals during the review of the model pre-trip procedure.

5. After reviewing slides with trainees, instructor should bring the class outside to the representative bus parked nearby. The instructor should then proceed to demonstrate a model pre-trip, going slow enough that all trainees can see and hear and ask questions as necessary. Local policies regarding checking under the hood and other local policy-specific aspects of vehicle inspection should be demonstrated.

6. After the pre-trip is finished, the instructor should demonstrate a post-trip inspection, emphasizing the critical importance of checking carefully for children, as well as other post-trip responsibilities.

7. After returning to the classroom, instructor should conclude class by going over the review questions orally, correcting any misconceptions and clarifying any confusions before class is finished.

TEACHING OPTIONAL UNIT 11: TRANSPORTING STUDENTS USING WHEELCHAIRS (1 hour; larger class sizes may take more time)

Unit 11 Competencies:

1. Trainees will know how to safely operate a wheelchair lift.

2. Trainees will know how to properly secure a wheelchair and its passenger in a bus.

3. Trainees will know how to create a realistic evacuation plan for a special needs bus run.

Unit 11 Instructional Strategy:

1. Trainees may be provided with a printed copy of Unit 11 of the *Pre-Service Trainee Manual* before class. They can review read the unit and answer the review questions at the end of the unit in writing before class. They can then bring their copy and the completed review questions to class.

2. Before class, the instructor should arrange to have a representative lift-equipped bus parked near the classroom. At least one wheelchair should be present as well. If possible, examples of the three main types of wheelchairs reviewed in class should be present so trainees can personally observe each.

3. In class, the instructor should review the wheelchair lift and securement slides with the trainees, using the bullet points summarized on the slides to explain key content and spark discussion and questions from trainees. Evacuation planning slides should be saved for later in class. Trainees should refer to their manuals during the review of the model pre-trip procedure.

4. After reviewing slides with trainees, instructor bring the class outside to the representative lift-equipped bus parked nearby. The instructor should then demonstrate how to use the wheelchair lift, giving all trainees a chance to operate the lift while being monitored. Trainees should take turns serving as the "student" riding in the wheelchair on the lift.

5. After the lift demonstration and practice is finished, the instructor should demonstrate how to secure the wheelchair and a passenger (again, using trainees for "students") in the bus. Instructor must be careful that all trainees can hear and see the demonstration. After watching the instructor secure the chair and the passenger, trainees should practice the technique while closely monitored by the instructor. All mistakes should be corrected on the spot.

6. After returning to the classroom, instructor should review the evacuation planning slides with the class, following them with a practice evacuation planning exercise based on an actual local special needs run. Trainees should write the plan decided upon by the class in their manuals.

7. The instructor should conclude class by going over the review questions orally, correcting any misconceptions and clarifying any confusions before class is finished.

TEACHING OPTIONAL UNIT 12: TRANSPORTING PRE-SCHOOL STUDENTS (1 hour)

Unit 12 Competencies:

1. Trainees will understand the inherent challenges of transporting pre-school-aged children.

2. Trainees will understand how to manage the behavior of pre-school children.

3. Trainees will know how to properly secure a child safety restraint in a bus.

4. Trainees will know how to create a realistic evacuation plan for a pre-school bus run.

Unit 12 Instructional Strategy:

1. Trainees may be provided with a printed copy of Unit 12 of the *Pre-Service Trainee Manual* before class. They can review read the unit and answer the review questions at the end of the unit in writing before class. They can then bring their copy and the completed review questions to class.

2. Before class, the instructor should arrange to have a representative bus parked near the classroom. Representative examples of child safety restraint systems used locally should be present.

3. In class, the instructor should review the slides with the trainees, using the bullet points summarized on the slides to explain key content and spark discussion and questions from trainees. The instructor may wish to bring a guest expert about child safety restraints to the class to participate in the discussion and demonstration. A local NHTSA-certified child safety restraint technician who is familiar with school bus child restraint issues would be ideal.

4. After reviewing slides with trainees, instructor bring the class outside to the representative bus parked nearby. The instructor should then proceed to demonstrate how to secure a child safety restraint in the bus. After the demonstration, every trainee should be required to secure the restraint while being closely monitored by the instructor.

5. After the restraint exercise is finished, the instructor should bring the class back to the classroom for a brief practice session about cutting seat belts. Instructor should demonstrate the technique and then let each trainee cut a belt. (Enough seat belt cutters and used belts should be provided so all trainees can practice the technique.)

6. Instructor should then review the evacuation planning slides with the class, following them with a practice evacuation planning exercise based on a current pre-school run in the local operation or area. Trainees should write the plan decided upon by the class in their manuals.

7. Instructor should conclude class by going over the review questions orally, correcting any misconceptions and clarifying any confusions before class is finished.

Trainee Name (print): _____

Trainee Signature: _____

Employer: _____ Date of Exam: _____

New York State Education Department
SCHOOL BUS DRIVER PRE-SERVICE COURSE FINAL EXAM

Instructions: *Circle the best answer to each question. Use a pen. Complete both sides. Turn the completed test in to your Pre-Service Course instructor.*

* * *

1. Complete the following sentence: *Your main priority as a school bus driver is...*

a. *...staying on schedule.*
b. *...keeping parents happy.*
c. *...protecting the students.*
d. *...keeping peace with the students.*

2. Complete the following sentence: *To be treated as a professional, you must act like a...*

a. *...buddy to your students.*
b. *...macho man.*
c. *...professional.*
d. *...comedian.*

3. Which statement about fatigue is <u>not</u> true?

a. *It is against the law to drive school bus more than ten hours in a single day.*
b. *You can legally drive school bus at six a.m. if you returned from a sports trip at midnight the night before.*
c. *It is against the law to be on duty for more than fifteen hours in a single day.*
d. *Trying to drive a school bus when you're tired is a recipe for disaster.*

4. Which of the following actions are <u>unacceptable</u> for a school bus driver?

a. *Hitting the brakes hard so students sit down.*
b. *Making fun of a student's family or house.*
c. *Pushing a misbehaving student into his seat.*
d. *All of the above actions are unacceptable.*

5. TRUE or FALSE? *"School bus drivers in New York State are subject to random drug and alcohol testing while on duty, as well as continuous monitoring of their driving and criminal record both on and off the job."*

6. Which of the following statements are true?

a. *Children don't like an out-of-control bus any more than adults do.*
b. *All children deserve a safe bus ride.*
c. *Positive relationships with students are the key to safe behavior.*
d. *All of the above.*

7. TRUE or FALSE? *"Squabbles over where to sit are a common cause of behavior problems."*

8. TRUE or FALSE? *"Like adults, children need to understand the 'why's' behind rules."*

9. TRUE or FALSE? *"Use referrals sparingly, for violations of key safety rules."*

10. TRUE or FALSE? *"Even if a child misbehaves, never put the child off the bus during the route."*

11. What's "the most dangerous piece of equipment on your bus"?

a. *Fire extinguisher.*
b. *Internal mirror above the driver.*
c. *Bumpers.*
d. *Fuel tank.*

12. TRUE or FALSE? *"Making fun of a child in front of others usually improves behavior."*

13. Which statement about bullying is <u>not</u> true?

a. *Most bullying is verbal.*
b. *Bullying is "just kids being kids."*
c. *Sexual harassment is a form of bullying.*
d. *Bullies are usually clever at what they do.*

14. TRUE or FALSE? *"Subs should drive even more cautiously than other drivers in the fleet."*

15. Why is the student loading/unloading process considered "the moment of truth"?

a. *Three of four fatalities occur at the bus stop.*
b. *Children are impulsive and unpredictable.*
c. *All school buses have blind spots where a child could be hidden from direct view.*
d. *All of the above.*

16. Statistically, when are children <u>most</u> at risk?

a. *Getting on a bus in the morning.*
b. *Getting off a bus in the afternoon.*
c. *Riding on the bus in a residential neighborhood.*
d. *Riding on the bus on the highway.*

17. TRUE or FALSE? *"Secure your bus at every bus stop."*

18. What is the "universal danger signal" and what does it mean?

a. *Flash lights - child should freeze in the road.*
b. *Honk horn - child should freeze in the roadway.*
c. *Wave your hands and yell - child should run.*
d. *Honk horn - child should immediately return to the side of the road he/she started from.*

19. What's the <u>most</u> important purpose of crossover mirrors?

a. *To locate a child you know you've lost track of.*
b. *To check for children you didn't know you'd lost track of.*
c. *To check for cars pulling next to you on the road.*
d. *To check your flashers during the pre-trip.*

20. What should you do if you feel a bus stop is unusually hazardous, or you come up with an idea for improving safety on your route?

a. *Make the change on your own.*
b. *Discuss it with your supervisor.*
c. *Routes cannot be changed during the year.*
d. *None of the above.*

21. What's the <u>most</u> important reason students should stay out of the rear seats when possible?

a. *You can't hear what they're saying.*
b. *Takes longer to get off the bus at their bus stops.*
c. *More exposed to injury in certain accidents.*
d. *Rear seats are just as safe as any other seats.*

22. Which statement below is <u>not</u> true?

a. *Most disabled children ride regular school buses.*
b. *Most bus drivers transport disabled children.*
c. *Transporting children with disabilities has grown simpler in recent years.*
d. *A generation ago, children with disabilities seldom had a chance to go to school.*

23. Which statement(s) below are true?

a. *A child with a disability is a child, not a disability.*
b. *Every child, disabled or not, is an individual with a unique personality.*
c. *Within every disability category, individual children display a wide spectrum of characteristics and behaviors.*
d. *All statements are true.*

24. An inability to communicate and interact with others and repetitive movements such as rocking or waving is characteristic of what type of disability?

a. *Emotional disturbance.*
b. *Mental retardation.*
c. *ADHD.*
d. *Autism.*

25. Which statement is <u>not</u> a typical characteristic of children with emotional disturbance?

a. *Behaves normally in normal circumstances.*
b. *Trouble maintaining friendships with peers.*
c. *Pervasive unhappiness or depression.*
d. *Physical symptoms due to personal problems.*

26. TRUE or FALSE? *"Unnecessarily revealing personal information about students or their families is a violation of state and federal law."*

27. Which statement(s) below are true?

a. *A thoughtless comment about a child can leave a lasting scar.*
b. *Sensitivity towards children with disabilities begins with an examination of how we speak.*
c. *Our society has a long history of savage verbal abuse aimed at the "handicapped."*
d. *All the above statements are true.*

28. TRUE or FALSE? *"School buses cannot catch fire."*

29. TRUE or FALSE? *"Always evacuate students in a school bus emergency."*

30. What's the safest way to go out a rear emergency door?

a. *Sit and slide.*
b. *Jump directly to the ground.*
c. *Jump into someone's arms.*
d. *Never go out a rear emergency door.*

FINAL EXAM SCORE:

_____ correct out of 30

_____ %

New York State Education Department
SCHOOL BUS DRIVER PRE-SERVICE COURSE FINAL EXAM

ANSWER KEY

Instructions: *Circle the best answer to each question. Use a pen. Complete both sides. Turn the completed test in to your Pre-Service Course instructor.*

* * *

1. Complete the following sentence: *Your main priority as a school bus driver is...*

a. *...staying on schedule.*
b. *...keeping parents happy.*
c. *...protecting the students*.
d. *...keeping peace with the students.*

2. Complete the following sentence: *To be treated as a professional, you must act like a...*

a. *...buddy to your students.*
b. *...macho man.*
c. *...professional*.
d. *...comedian.*

3. Which statement about fatigue is not true?

a. *It is against the law to drive school bus more than ten hours in a single day.*
b. *You can legally drive school bus at six a.m. if you returned from a sports trip at midnight the night before*.
c. *It is against the law to be on duty for more than fifteen hours in a single day.*
d. *Trying to drive a school bus when you're tired is a recipe for disaster.*

4. Which of the following actions are unacceptable for a school bus driver?

a. *Hitting the brakes hard so students sit down.*
b. *Making fun of a student's family or house.*
c. *Pushing a misbehaving student into his seat.*
d. *All of the above actions are unacceptable*.

5. TRUE or FALSE? *"School bus drivers in New York State are subject to random drug and alcohol testing while on duty, as well as continuous monitoring of their driving and criminal record both on and off the job."*

6. Which of the following statements are true?

a. *Children don't like an out-of-control bus any more than adults do.*
b. *All children deserve a safe bus ride.*
c. *Positive relationships with students are the key to safe behavior.*
d. *All of the above*.

7. TRUE or FALSE? *"Squabbles over where to sit are a common cause of behavior problems."*

8. TRUE or FALSE? *"Like adults, children need to understand the 'why's' behind rules."*

9. TRUE or FALSE? *"Use referrals sparingly, for violations of key safety rules."*

10. TRUE or FALSE? *"Even if a child misbehaves, never put the child off the bus during the route."*

11. What's "the most dangerous piece of equipment on your bus"?

a. *Fire extinguisher.*
b. *Internal mirror above the driver*.
c. *Bumpers.*
d. *Fuel tank.*

12. TRUE or FALSE? *"Making fun of a child in front of others usually improves behavior."*

13. Which statement about bullying is not true?

a. *Most bullying is verbal.*
b. *Bullying is "just kids being kids."*
c. *Sexual harassment is a form of bullying.*
d. *Bullies are usually clever at what they do.*

14. TRUE or FALSE? *"Subs should drive even more cautiously than other drivers in the fleet."*

15. Why is the student loading/unloading process considered "the moment of truth"?

a. *Three of four fatalities occur at the bus stop.*
b. *Children are impulsive and unpredictable.*
c. *All school buses have blind spots where a child could be hidden from direct view.*
d. *All of the above*.

16. Statistically, when are children most at risk?

a. *Getting on a bus in the morning.*
b. *Getting off a bus in the afternoon*.
c. *Riding on the bus in a residential neighborhood.*
d. *Riding on the bus on the highway.*

17. TRUE or FALSE? *"Secure your bus at every bus stop."*

18. What is the "universal danger signal" and what does it mean?

a. *Flash lights - child should freeze in the road.*
b. *Honk horn - child should freeze in the roadway.*
c. *Wave your hands and yell - child should run.*
d. *Honk horn - child should immediately return to the side of the road he/she started from*.

19. What's the most important purpose of crossover mirrors?

a. *To locate a child you know you've lost track of.*
b. *To check for children you didn't know you'd lost track of*.
c. *To check for cars pulling next to you on the road.*
d. *To check your flashers during the pre-trip.*

20. What should you do if you feel a bus stop is unusually hazardous, or you come up with an idea for improving safety on your route?

a. *Make the change on your own.*
b. *Discuss it with your supervisor*.
c. *Routes cannot be changed during the year.*
d. *None of the above.*

21. What's the most important reason students should stay out of the rear seats when possible?

a. *You can't hear what they're saying.*
b. *Takes longer to get off the bus at their bus stops.*
c. *More exposed to injury in certain accidents*.
d. *Rear seats are just as safe as any other seats.*

22. Which statement below is not true?

a. *Most disabled children ride regular school buses.*
b. *Most bus drivers transport disabled children.*
c. *Transporting children with disabilities has grown simpler in recent years*.
d. *A generation ago, children with disabilities seldom had a chance to go to school.*

23. Which statement(s) below are true?

a. *A child with a disability is a child, not a disability.*
b. *Every child, disabled or not, is an individual with a unique personality.*
c. *Within every disability category, individual children display a wide spectrum of characteristics and behaviors.*
d. *All statements are true*.

24. An inability to communicate and interact with others and repetitive movements such as rocking or waving is characteristic of what type of disability?

a. *Emotional disturbance.*
b. *Mental retardation.*
c. *ADHD.*
d. *Autism*.

25. Which statement is not a typical characteristic of children with emotional disturbance?

a. *Behaves normally in normal circumstances*.
b. *Trouble maintaining friendships with peers.*
c. *Pervasive unhappiness or depression.*
d. *Physical symptoms due to personal problems.*

26. TRUE or FALSE? *"Unnecessarily revealing personal information about students or their families is a violation of state and federal law."*

27. Which statement(s) below are true?

a. *A thoughtless comment about a child can leave a lasting scar.*
b. *Sensitivity towards children with disabilities begins with an examination of how we speak.*
c. *Our society has a long history of savage verbal abuse aimed at the "handicapped."*
d. *All the above statements are true*.

28. TRUE or FALSE? *"School buses cannot catch fire."*

29. TRUE or FALSE? *"Always evacuate students in a school bus emergency."*

30. What's the safest way to go out a rear emergency door?

a. *Sit and slide*.
b. *Jump directly to the ground.*
c. *Jump into someone's arms.*
d. *Never go out a rear emergency door.*

Slide Numbering and design:

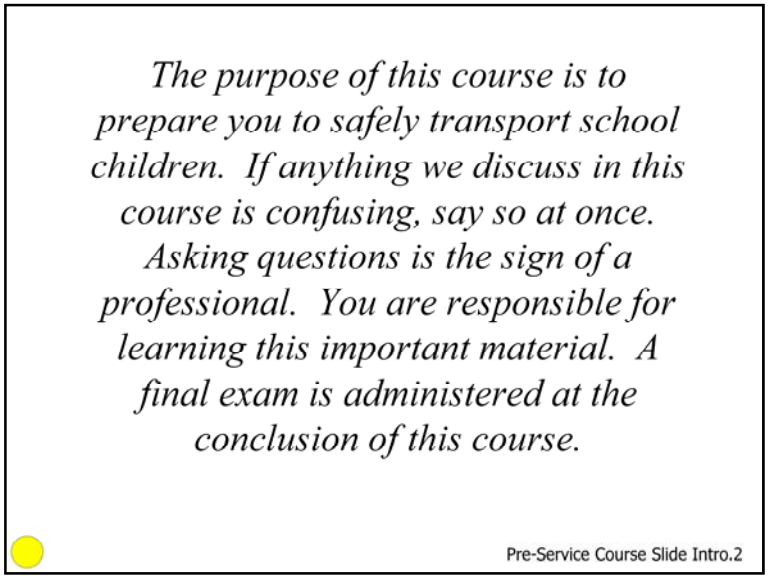
Slides correspond closely with the material in the *Manual,* following the same sequence and utilizing the same numbering system. See sample slide below. For instance, Core Unit 2.2 is "Handling Persistent Behavior Problems" in both the *Manual* and the slides. Unit identification and numbering on the slides is in the upper left corner. The upper right corner of the slides is the individual topic covered in that particular slide - in this sample, "Video."

Each unit's opening slide is numbered with a "W" ("welcome") - "1W, 2W," etc.

Review slides at the end of each unit are indicated by "R" - "1R," etc.

Slides also include a simple visual ID in the lower left corner, consisting of one, two, or three circles for the core units. One yellow circle represents a title or transitional slide; two green circles represent a content slide; and three red circles represent a review slide. For the optional units, the circles are replaced with squares.

The last paragraph or bullet on each slide is indicated by an asterisk. (*)

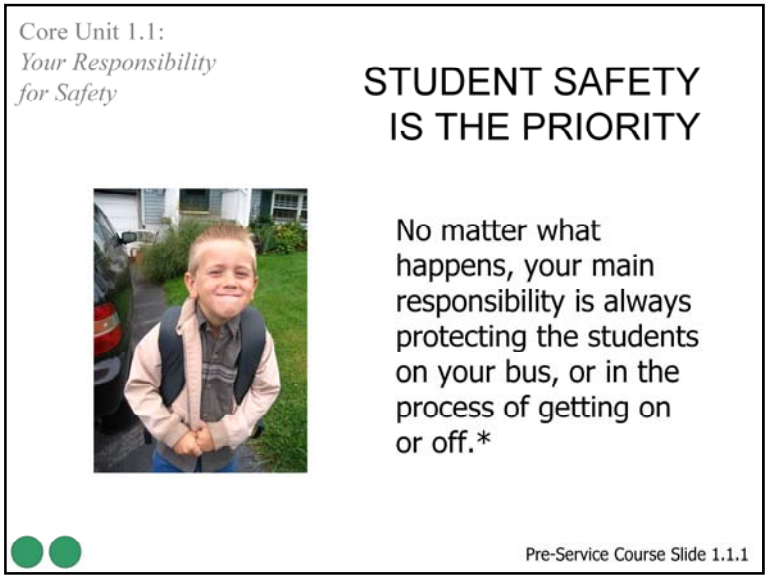

The purpose of this course is to prepare you to safely transport school children. If anything we discuss in this course is confusing, say so at once. Asking questions is the sign of a professional. You are responsible for learning this important material. A final exam is administered at the conclusion of this course.
Pre-Service Course Slide Intro.2

Read this statement to the drivers. This is the time that you need to stress the importance and seriousness of the job that they are entering into. It's not just the tests – it's about students' safety. Children of their own and their neighbors and relatives. This is a very important job!

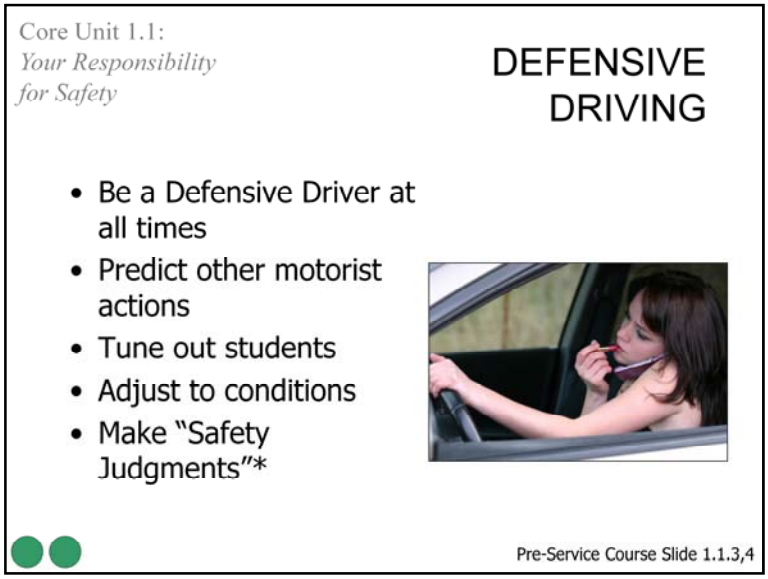
PRE-SERVICE CORE UNIT 1

YOUR KEY RESPONSIBILITIES
AS A SCHOOL BUS DRIVER

Pre-Service Course Slide 1.W


Core Unit 1.1:
Your Responsibility for Safety
STUDENT SAFETY IS THE PRIORITY
No matter what happens, your main responsibility is always protecting the students on your bus, or in the process of getting on or off.*
Pre-Service Course Slide 1.1.1

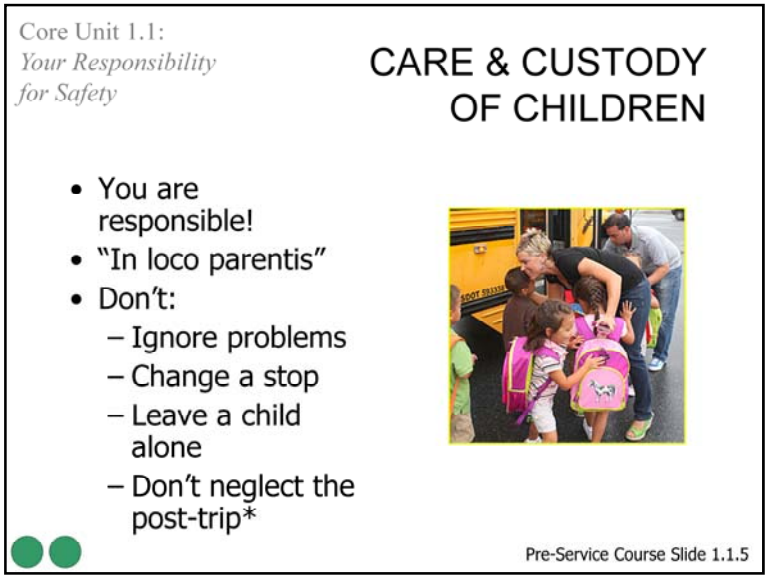
The pre-service is going to cover a lot of topics, but the core priority is Safety.


Core Unit 1.1:
Your Responsibility for Safety
DEFENSIVE DRIVING
• Be a Defensive Driver at all times
• Predict other motorist actions
• Tune out students
• Adjust to conditions
• Make "Safety Judgments"*
Pre-Service Course Slide 1.1.3,4

- It is your responsibility to drive defensively at all times.
- This means doing everything you can to avoid accidents in spite of the unsafe actions of other motorists and roadway users.
- You must tune out on-board distractions.
- You must adjust your speed for weather and road conditions.
- No training course can cover every scenario – student safety often depends on the bus driver's sound "safety judgment."
- As a school bus driver, you <u>will</u> be confronted with situations that require quick & decisive action on your part – for instance…

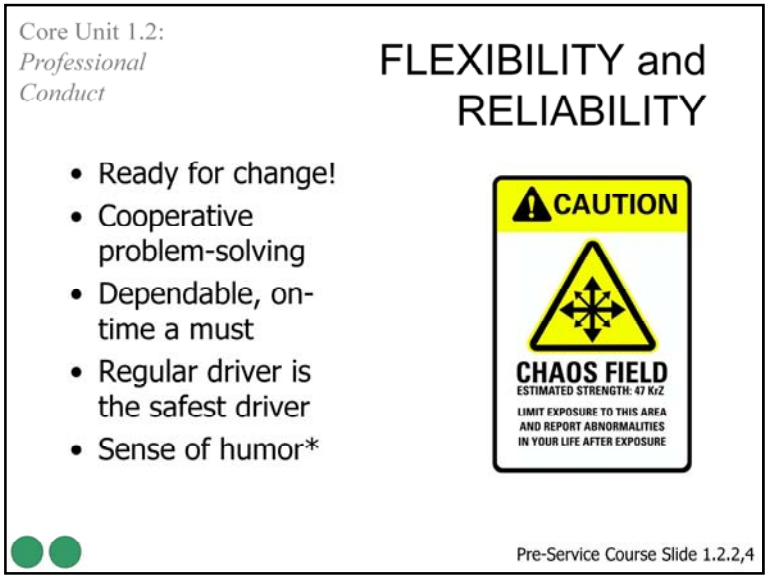
  What should you do if you're running late on a route?

  What should you do if older students just won't cross the road correctly?

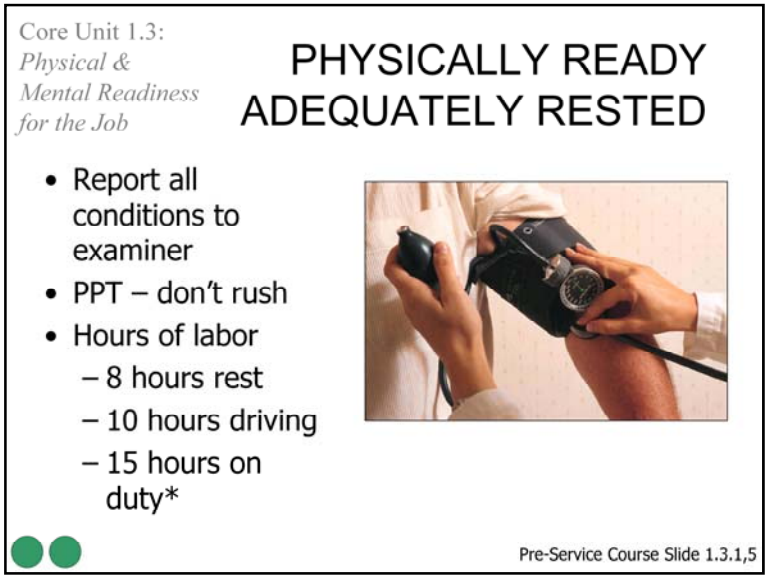


- You are legally responsible for the safety and welfare of the children on your bus.
- You are expected to do everything you can to protect a child, just as a responsible parent would do in similar circumstances. In loco parentis is Latin for, in the place of parents.
- Never ignore any situation that might place a child at risk.
- Never change a bus stop on your own, leave a child alone who is supposed to be met by an adult or neglect to check your bus carefully for sleeping children – YOU are responsible!

- You must conduct yourself in a mature and professional manner at all times. To be treated as a professional, act like one!
- Even mild cursing is unacceptable in a school setting.
- Your appearance matters – clean and appropriate clothing and excellent hygiene are job requirements
- A dirty bus says “I’m not a professional.”
- Whenever children are involved, failing to immediately and honestly report an incident or problem can turn a minor mistake into a major disaster.
- All information about students and their families should be considered strictly confidential and should not be discussed with others except in case of an emergency.

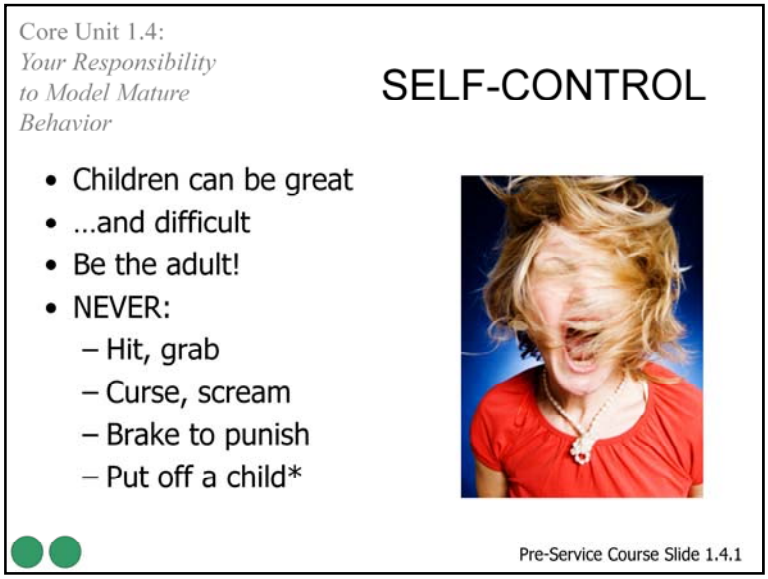


- A school bus garage is a whirlwind of constant change.
- Flexibility is a job requirement for school bus drivers.
- Cooperation and problem-solving are the heart and soul of any well-run bus garage.
- Showing up late for work creates serious safety problems.
- Excellent attendance is important – missing work for frivolous reasons is not the way of a professional school bus driver.
- A sense of humor helps!

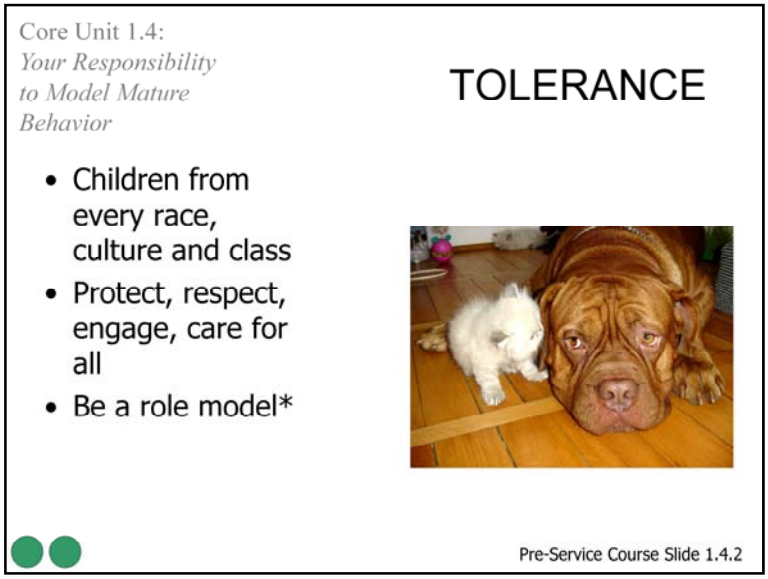

Core Unit 1.3:
Physical & Mental Readiness for the Job
PHYSICALLY READY
ADEQUATELY RESTED
• Report all conditions to examiner
• PPT – don't rush
• Hours of labor
– 8 hours rest
– 10 hours driving
– 15 hours on duty*
Pre-Service Course Slide 1.3.1,5

- You must pass a physical exam before transporting students.
- Be honest about any previous or current medical problems.
- You must also pass a "physical performance" test – take care to avoid an injury during this test.
- Driving a school bus while you're fatigued is a recipe for disaster.
- Hours of Labor:
    - By law, you need at least 8 hours rest before returning to duty the next day.
    - It is against the law to drive a bus more than 10 hours a day.
    - It is against the law to be on duty for more than 15 hours a day.
    - "On duty" means still responsible for the bus, even if you're not driving.

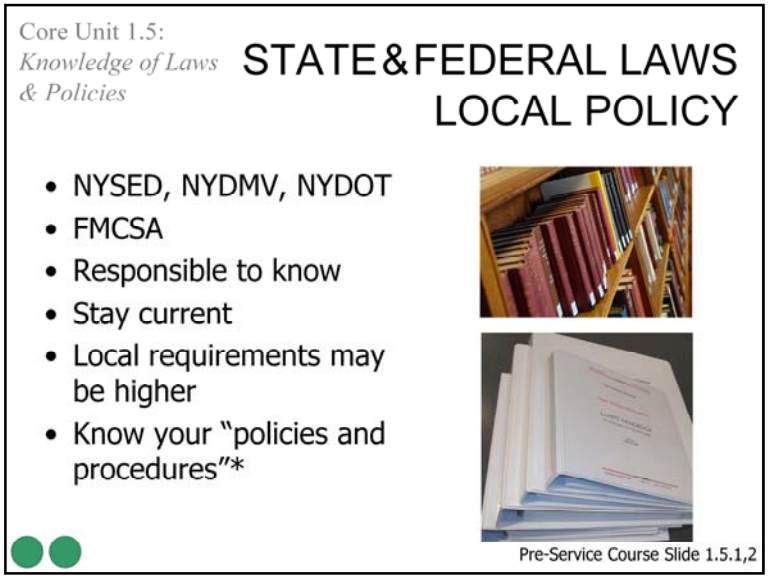
- It's against the law to drive school bus under the influence of alcohol or drugs – would you want it any other way?
- You must be free of alcohol at least 6 hours before going on duty.
- You are subject to drug and alcohol testing whenever you are on duty .
    - Refusing a test is considered a positive test.
    - You are not permitted to drink large amounts of any liquid prior to a test.
- A DWI or DWAI in your personal vehicle, or a criminal conviction for drug possession or sale, could also affect your ability to drive bus.
- Some personal medications can impair your ability to drive and should not be taken while driving a school bus.
- Read the warning label carefully.
- Ask your doctor or pharmacist for advice.



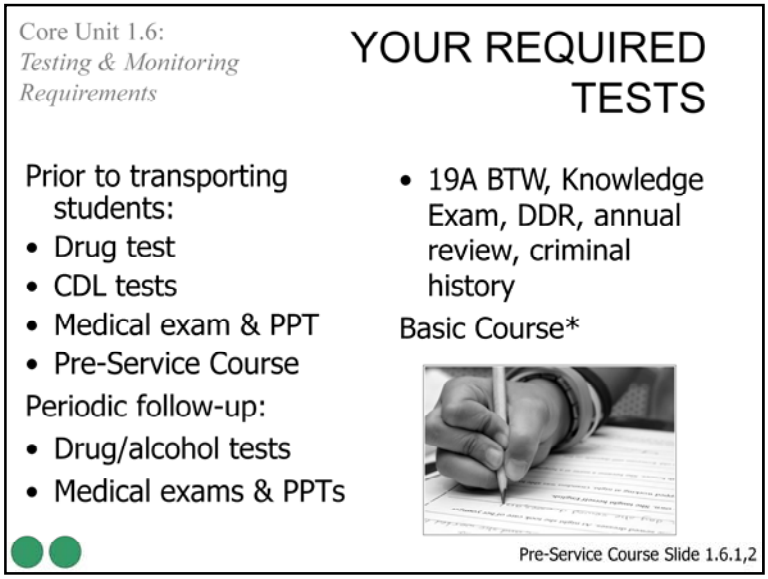
- Driving the vehicle is often not the hardest part of the job.
- Working with children can be gratifying – but it can be frustrating too.
- You must always take the adult role. Emotional maturity, and the ability to control your temper when working with challenging children, are job requirements for school bus drivers.
- NEVER...
- Slap, strike, push, or grab a child.
- Threaten, curse at, belittle, or scream at a child.
- “Jack the brakes” to get students’ attention.
- Put a misbehaving child off the bus along the route.


Core Unit 1.4:
Your Responsibility to Model Mature Behavior
TOLERANCE
• Children from every race, culture and class
• Protect, respect, engage, care for all
• Be a role model*
Pre-Service Course Slide 1.4.2

- As a school bus driver, you will serve families from every corner of our community.
- You will transport children and interact with adults from a wide variety of backgrounds.
- Tolerance for people's differences is a job requirement.
- Set an example to your students by showing respect and compassion to everyone you deal with.



- It is <u>your</u> responsibility to know and abide by all school bus laws & regulations.
- Both state & federal agencies have jurisdiction over school buses.
- Primary NYS Agencies are SED, DMV and DOT.
- Primary federal agency is the Federal Motor Carrier Safety Administration (FMCSA).
- New school bus laws are enacted every year.
- Local school districts & bus companies can have stricter safety requirements than the state or federal government.
- Read your department's "policies & procedures" handbook carefully.



Prior to transporting students:

- Drug test
- CDL permit/road tests
- Medical exam
- Physical performance test (PPT)

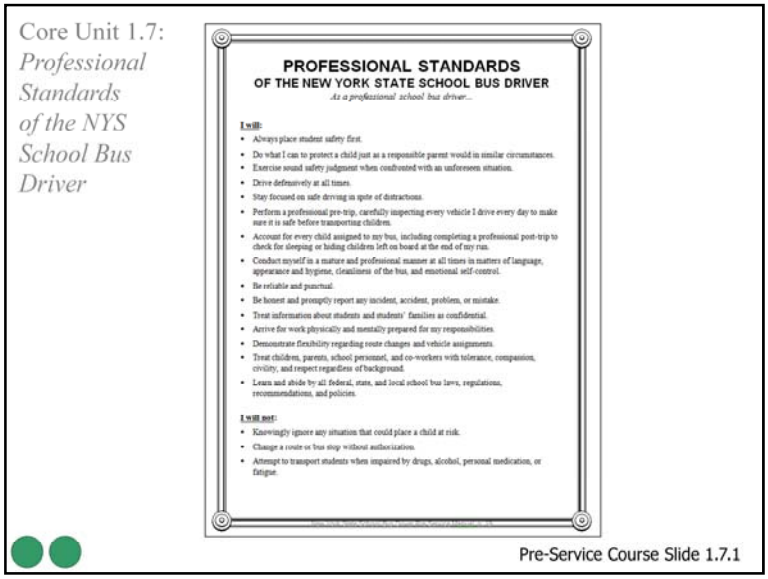
Periodic follow-up:

- Drug/alcohol tests
- Medical exams & PPTs
- 19A Behind-the-Wheel road tests
- 19A Knowledge tests

You will be subject to:

- Criminal background checks
- Driving record checks (your own car or bus)
- 9A Defensive Driving Performance Reviews
- 19A Annual Reviews

Basic Course


Core Unit 1.7:
Professional Standards of the NYS School Bus Driver
PROFESSIONAL STANDARDS
OF THE NEW YORK STATE SCHOOL BUS DRIVER
As a professional school bus driver...
I will:
Always place student safety first.
Do what I can to protect a child just as a responsible parent would in similar circumstances.
Exercise sound safety judgment when confronted with an unforeseen situation.
Drive defensively at all times.
Stay focused on safe driving in spite of distractions.
Perform a professional pre-trip, carefully inspecting every vehicle I drive every day to make sure it is safe before transporting children.
Account for every child assigned to my bus, including completing a professional post-trip to check for sleeping or hiding children left on board at the end of my run.
Conduct myself in a mature and professional manner at all times in matters of language, appearance and hygiene, cleanliness of the bus, and emotional self-control.
Be reliable and punctual.
Be honest and promptly report any incident, accident, problem, or mistake.
Treat information about students and students' families as confidential.
Arrive for work physically and mentally prepared for my responsibilities.
Demonstrate flexibility regarding route changes and vehicle assignments.
Treat children, parents, school personnel, and co-workers with tolerance, compassion, civility, and respect regardless of background.
Learn and abide by all federal, state, and local school bus laws, regulations, recommendations, and policies.
I will not:
Knowingly ignore any situation that could place a child at risk.
Change a route or bus stop without authorization.
Attempt to transport students when impaired by drugs, alcohol, personal medication, or fatigue.
Pre-Service Course Slide 1.7.1

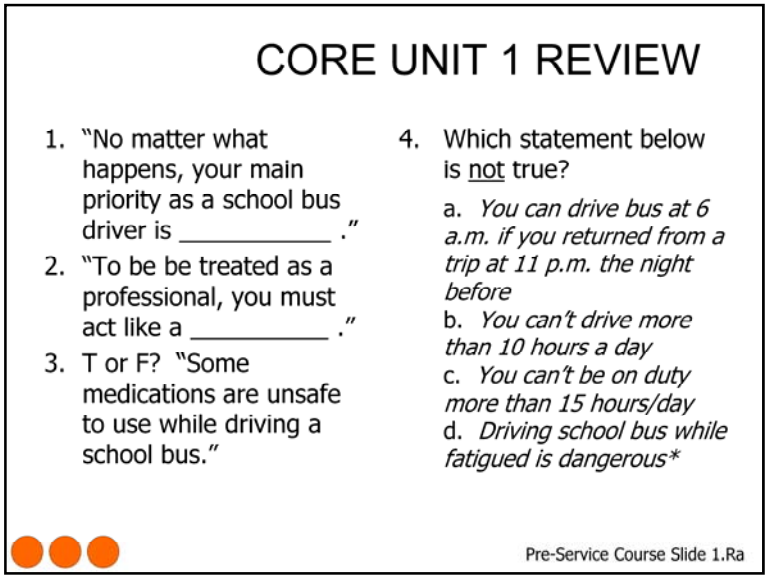
Use these Professional Standards (page 19 in the Trainee Manual) to review Unit 1.

I WILL…

- Place student safety first
- Do what I can to protect a child just as a responsible parent would in similar circumstances
- Exercise sound safety judgment when confronted with an unforeseen situation
- Drive defensively at all times
- Stay focused on safe driving in spite of distractions
- Carefully inspect every vehicle I drive every day to make sure it's safe before transporting students
- Account for every child assigned to my bus*
- Conduct myself in a mature and professional manner at all times in matters of language, appearance & hygiene, cleanliness of the bus, & emotional self-control
- Be reliable & punctual
- Be honest & promptly report any incident, accident, problem, or mistake
- Treat student and family information as confidential
- Arrive for work physically & mentally prepared for my responsibilities
- Demonstrate flexibility regarding route changes & vehicle assignments
- Treat children, parents, school personnel, & co-workers with tolerance, compassion, civility, & respect regardless of background
- Know & comply with all federal, state, & local school bus laws, regulations, recommendations, & policies*

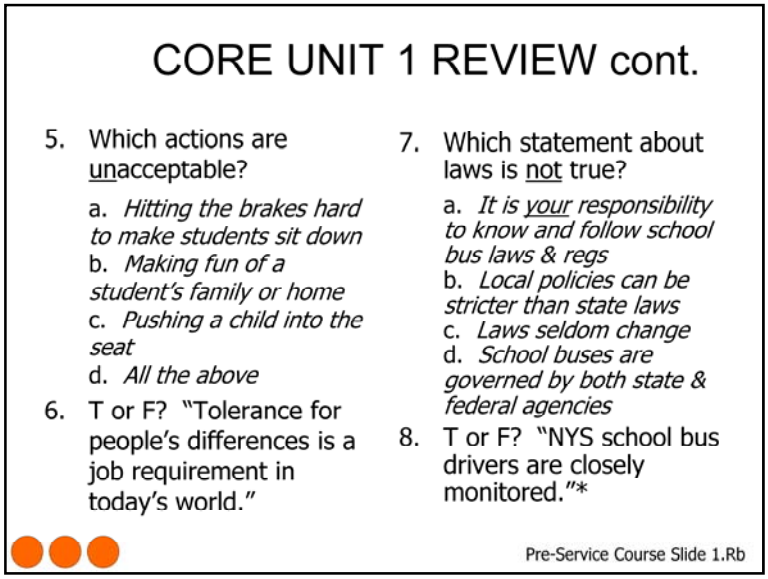
I WILL NOT…

- Knowingly ignore any situation that could place a child at risk
- Change a route or bus stop without authorization
- Attempt to transport students when impaired by drugs, alcohol, personal medication, or fatigue*

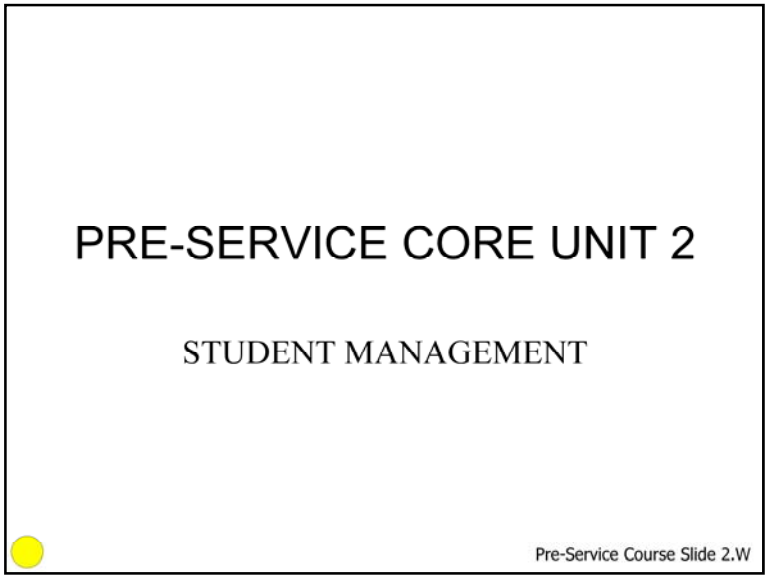

CORE UNIT 1 REVIEW
1. "No matter what happens, your main priority as a school bus driver is _____ ."
2. "To be be treated as a professional, you must act like a _____ ."
3. T or F? "Some medications are unsafe to use while driving a school bus."
4. Which statement below is not true?
a. You can drive bus at 6 a.m. if you returned from a trip at 11 p.m. the night before
b. You can't drive more than 10 hours a day
c. You can't be on duty more than 15 hours/day
d. Driving school bus while fatigued is dangerous*
Pre-Service Course Slide 1.Ra

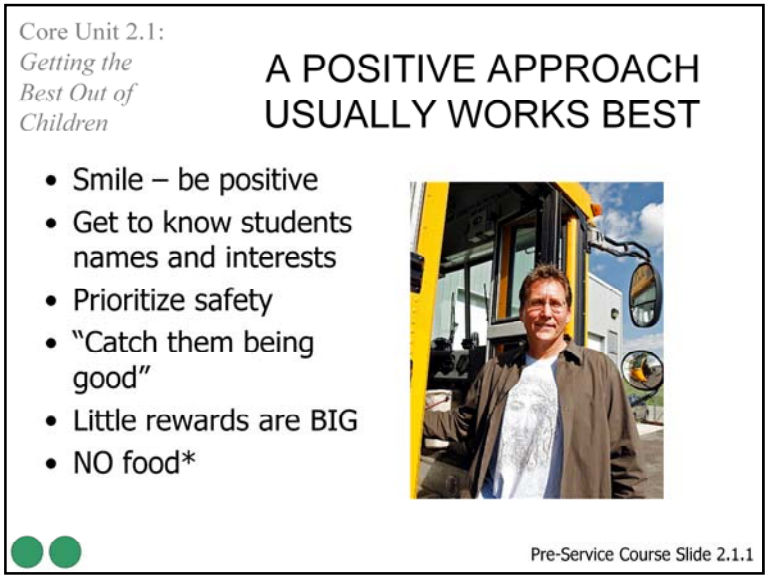
Have your drivers work on the review questions at the end of the unit for 5-10 minutes, then use these slides to make sure everyone knows the right answers.

1. Safety
2. Professional
3. T
4. a

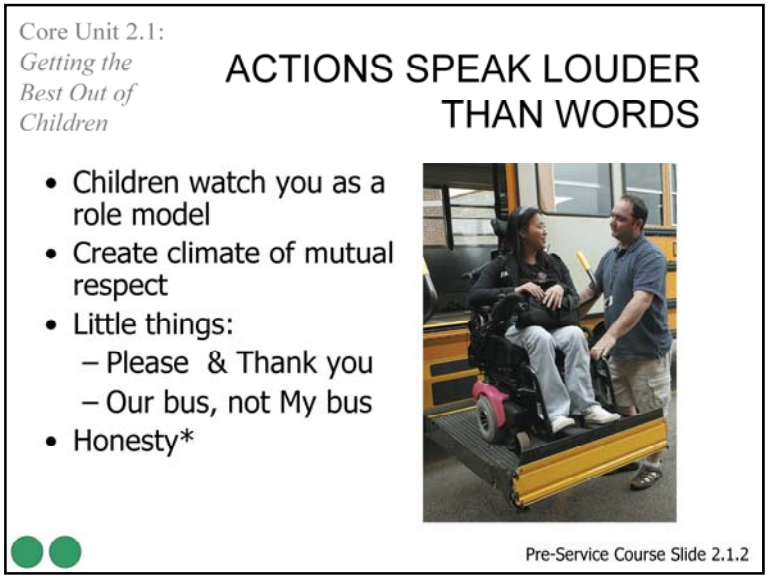

CORE UNIT 1 REVIEW cont.
5. Which actions are unacceptable?
a. Hitting the brakes hard to make students sit down
b. Making fun of a student's family or home
c. Pushing a child into the seat
d. All the above
6. T or F? "Tolerance for people's differences is a job requirement in today's world."
7. Which statement about laws is not true?
a. It is your responsibility to know and follow school bus laws & regs
b. Local policies can be stricter than state laws
c. Laws seldom change
d. School buses are governed by both state & federal agencies
8. T or F? "NYS school bus drivers are closely monitored."*
Pre-Service Course Slide 1.Rb

5. d
6. T
7. c
8. T

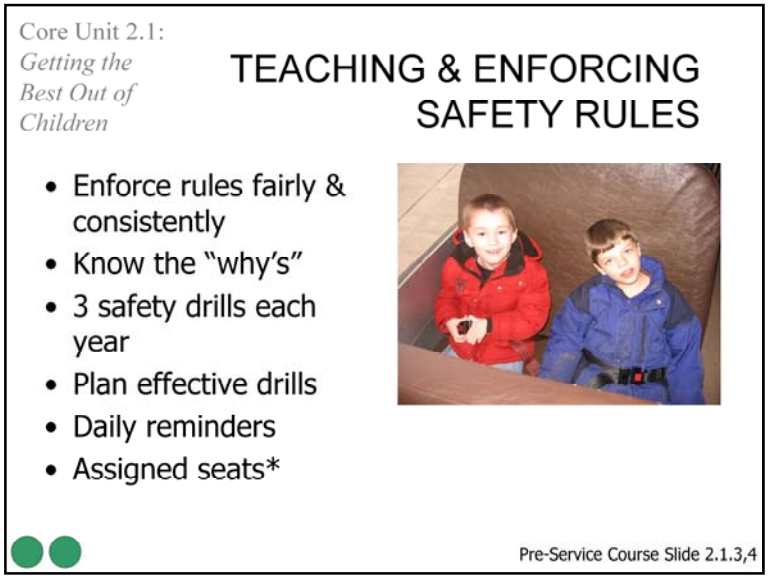

PRE-SERVICE CORE UNIT 2
STUDENT MANAGEMENT
Pre-Service Course Slide 2.W


Core Unit 2.1:
Getting the Best Out of Children
A POSITIVE APPROACH USUALLY WORKS BEST
Smile – be positive
Get to know students names and interests
Prioritize safety
"Catch them being good"
Little rewards are BIG
NO food*
Pre-Service Course Slide 2.1.1

- A smile can make a huge difference to a child – even a teen!
- Get to know your students.
- Greet students as they board for the p.m. run.
- Make your safety expectations clear from the first day.
- All children deserve a safe and secure bus ride - build their trust by showing them you take safety seriously.
- "Catch them being good" – praise is an effective way to guide behavior.
- Successful school bus drivers are always looking for little ways to reinforce safe behavior – stickers, notes, positive calls to parents, etc., can all be effective.
- However, don't give children food treats as rewards without school approval – many children have serious food allergies .


Core Unit 2.1:
Getting the Best Out of Children
ACTIONS SPEAK LOUDER THAN WORDS
• Children watch you as a role model
• Create climate of mutual respect
• Little things:
– Please & Thank you
– Our bus, not My bus
• Honesty*
Pre-Service Course Slide 2.1.2

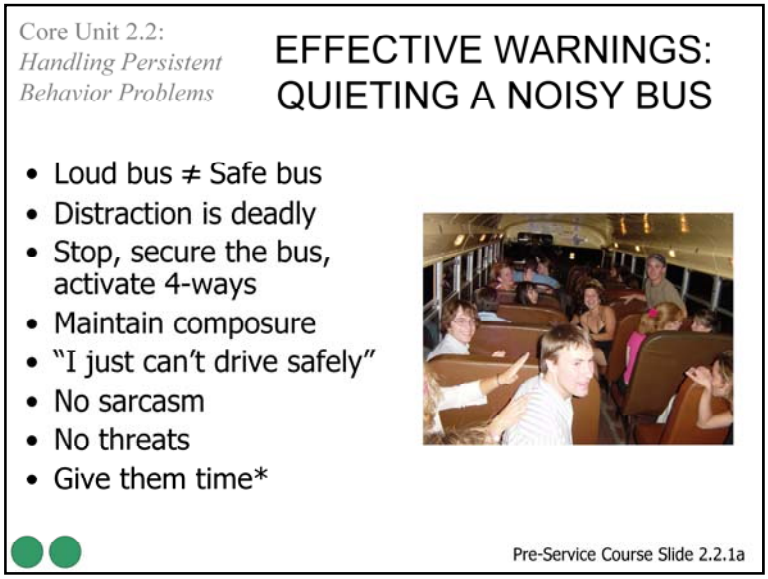
- Children watch adults closely.
- Being a role model isn't easy – it requires maturity and self-control.
- Create a climate of mutual respect on your bus – model a courteous attitude towards others.
- "Little things," like your consistent use of "please" & "thank you," can make a big difference.
- It's "our bus" – not "my bus."
- Children don't expect adults to be perfect - but they do expect honesty.


Core Unit 2.1:
Getting the Best Out of Children
TEACHING & ENFORCING SAFETY RULES
• Enforce rules fairly & consistently
• Know the "why's"
• 3 safety drills each year
• Plan effective drills
• Daily reminders
• Assigned seats*
Pre-Service Course Slide 2.1.3,4

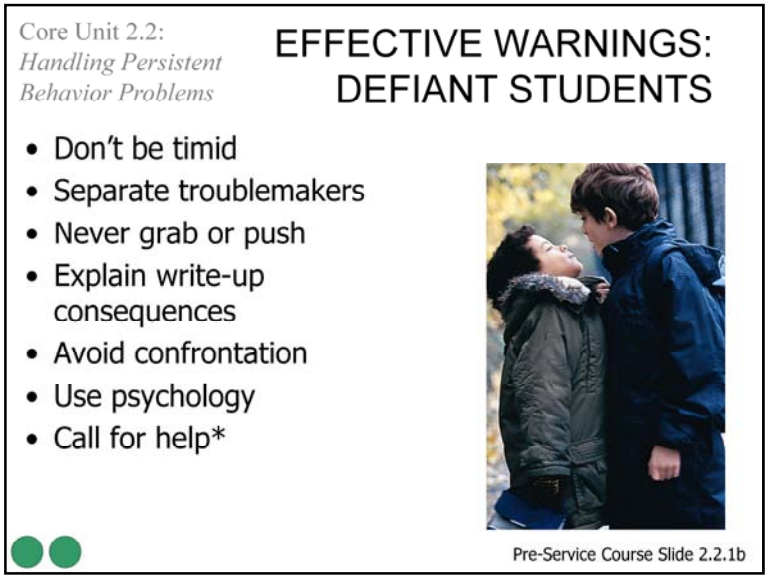
- Posted rules mean little unless they're consistently & fairly enforced.
- Set clear, realistic behavior expectations and apply them fairly & consistently.
- Be able to explain the "why's" behind every rule.
- State law requires 3 safety drills each year.
- Strong student control is essential during drills.
- Students learn best when they are actively involved in the drill.
- Brief daily reminders are probably the most effective way to teach safety rules – daily instruction is a law.
- Squabbles about where to sit are one of the most common causes of behavior problems.
- There are many advantages to assigned seats – most children feel more secure knowing where they'll sit every day – check with your local policy on assigned seats.

Core Unit 2.1:
Getting the Best Out of Children
REALISTIC EXPECTATIONS
MAINTAINING CONTROL
• Learn to regain control
• Don't lose yours!
• What's age appropriate?
• Redirect young children's energy
• Show older students respect
• Pick your battles
• Don't hold a grudge
• Don't add to the negativity some children must live with every day*
Pre-Service Course Slide 2.1.5

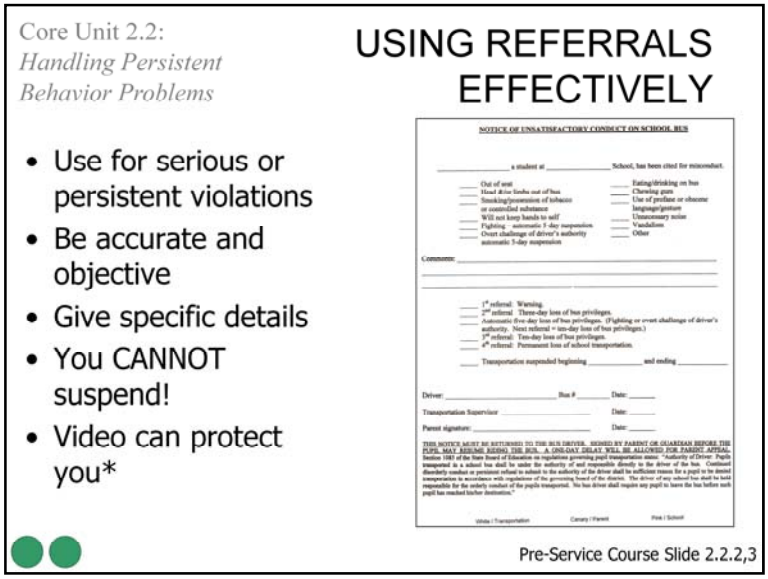
- All bus drivers have moments when they feel like they're losing control of the students.
- You must be able to regain control of your bus without losing control of your temper.
- Children are children, adjust your expectations to the child's age and ability.
- Look for ways to redirect young children's energies.
- The best way to get respect from older students is to give it.
- Pick your battles – planned ignoring may "extinguish" a minor problem.
- All children deserve patience – don't hold a grudge.
- Don't add to the negativity some children must live with every day.


Core Unit 2.2:
Handling Persistent Behavior Problems
EFFECTIVE WARNINGS: QUIETING A NOISY BUS
• Loud bus ≠ Safe bus
• Distraction is deadly
• Stop, secure the bus, activate 4-ways
• Maintain composure
• "I just can't drive safely"
• No sarcasm
• No threats
• Give them time*
Pre-Service Course Slide 2.2.1a

- A loud bus makes it hard to drive safely.
- Distraction from using the interior mirror can be deadly.
- Stop in a safe place, secure the bus, activate 4-ways.
- Maintain composure – don't show them you're rattled.
- Calmly explain, "I just can't drive safely when it's this loud."
- Being sarcastic or angry just fuels the fire.
- Don't make scary threats – you can seriously frighten young children, & older students may call your bluff.
- Give them time to calm down – don't expect "absolute quiet."



- Don't be timid. You are legally responsible for maintaining reasonable behavior on the bus – don't let students run the show.
- Separate buddies who won't calm down, or students who are arguing.
- If a student refuses to sit where you ask, stay calm – never grab or push a child.
- Tell defiant students they have a choice – comply, or be written up.
- Avoid dramatic confrontations that give the defiant student control of the situation.
- Use psychology, not force.
- Extremely defiant students may have to be removed – but avoid frequent requests for outside help.

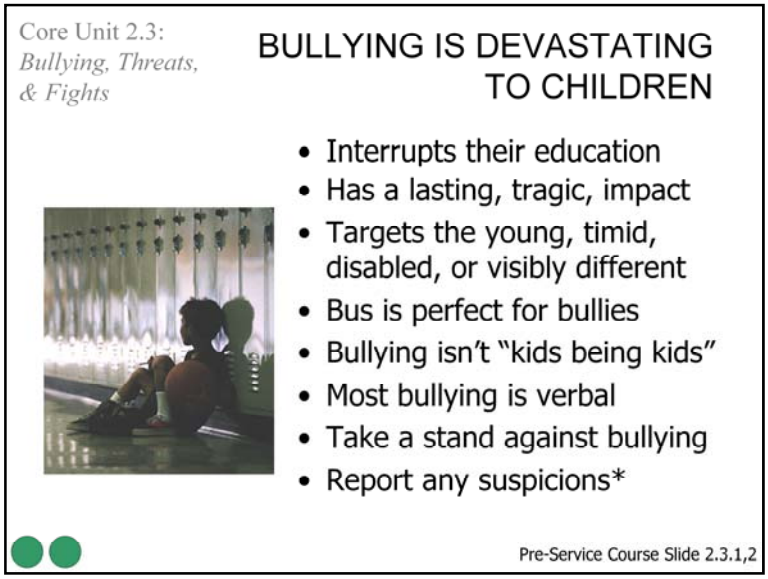

Core Unit 2.2:
Handling Persistent Behavior Problems
USING REFERRALS EFFECTIVELY
• Use for serious or persistent violations
• Be accurate and objective
• Give specific details
• You CANNOT suspend!
• Video can protect you*
NOTICE OF UNSATISFACTORY CONDUCT ON SCHOOL BUS
Pre-Service Course Slide 2.2.2,3

Referrals

- Use referrals sparingly - for serious or repeated violations of safety rules.
- Don't use them to report minor problems you could have solved on your own.
- Accuracy is essential – don't guess which student did it.
- When writing a referral, be as specific as possible about what the child did, when it happened, and how it was unsafe.
- Bus drivers cannot suspend students on their own or put them off the bus – suspensions must be authorized by a school administrator.

Video Systems

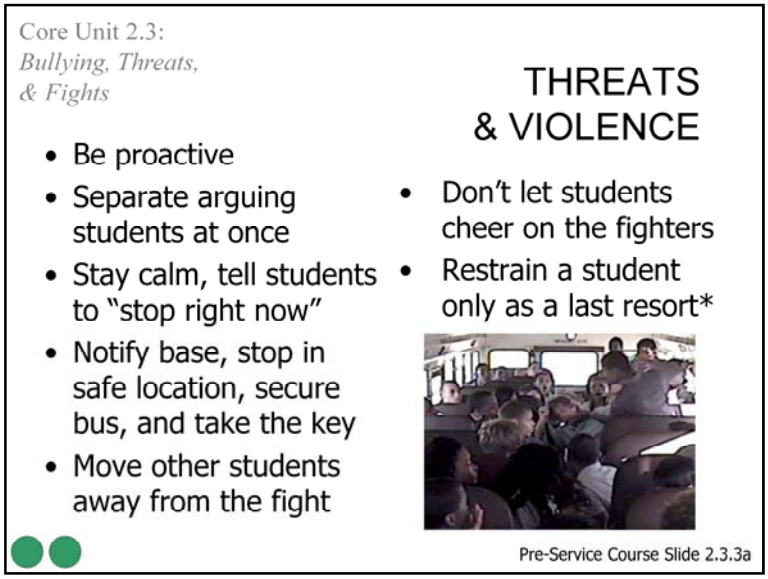
- Many school buses are equipped with video systems.
- Their presence can be a deterrent.
- Video documentation protects bus drivers – if you take safety seriously there's nothing to fear.


Core Unit 2.3:
Bullying, Threats, & Fights
BULLYING IS DEVASTATING TO CHILDREN
• Interrupts their education
• Has a lasting, tragic, impact
• Targets the young, timid, disabled, or visibly different
• Bus is perfect for bullies
• Bullying isn't "kids being kids"
• Most bullying is verbal
• Take a stand against bullying
• Report any suspicions*
Pre-Service Course Slide 2.3.1,2

- A child afraid of a bully on the bus ride doesn't arrive at school ready to learn.
- Bullying can have a lasting, even tragic, impact on children.
- Children who are young, timid, disabled, or visibly different in some way are frequent targets.
- Unfortunately, the bus can be an ideal environment for bullying.
- Bullying isn't just "kids being kids" – bullying is about power over an individual child.
- Most bullying is verbal – name-calling & rumors can be very powerful.
- Sexual harassment is another form of bullying – it's widespread in schools (and society) today.
- Sexual harassment can take many shapes – from gossip, graffiti, or "sexting" to fondling or forced sexual activity.
- Even "mild" sexual harassment can damage a child's self-esteem.

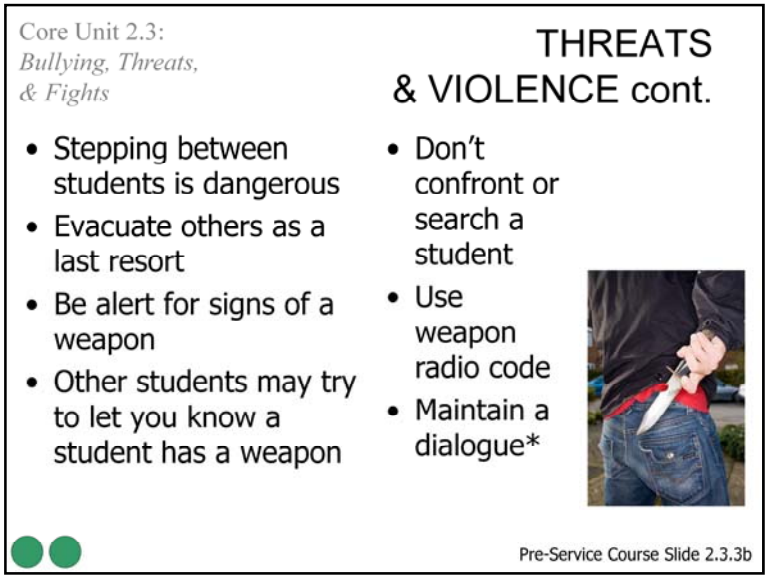
Being a school bus driver means sticking up for vulnerable kids.

- Intervene quickly if you see signs of bullying – a stronger child pushing around a weaker child, or a group of children making fun of a single child.
- Bullies can be clever at hiding what they do – prevention is more effective than trying to catch bullies in the act.
- Tell all students you won't tolerate name-calling or put-downs.
- Report any suspicions of bullying to your supervisor.

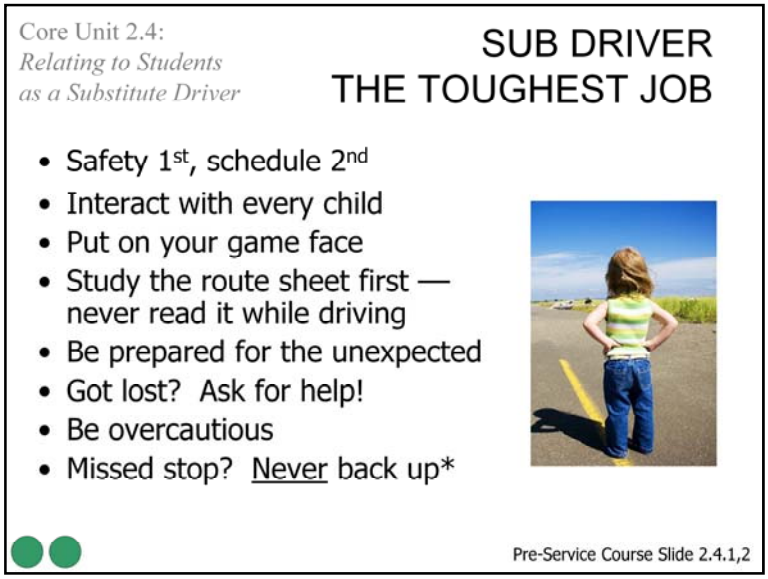

Core Unit 2.3:
Bullying, Threats, & Fights
THREATS & VIOLENCE
• Be proactive
• Separate arguing students at once
• Stay calm, tell students to "stop right now"
• Notify base, stop in safe location, secure bus, and take the key
• Move other students away from the fight
• Don't let students cheer on the fighters
• Restrain a student only as a last resort*
Pre-Service Course Slide 2.3.3a

Violence can happen any day, even a driver's first day. It is so very important for them to take a moment and think, "What would I do."

- Be proactively alert for signs of potential violence.
- Fights are the most common form of violence on a bus.
- Prevention is key – separate arguing students at once (report the dispute after your run).
- If a fight breaks out, stay calm.
- Tell students to "stop right now" - use a strong, clear "command voice."
- Notify base by radio.
- Stop in a safe location, secure your bus, and take the key.
- Quickly move other students away from the fight.
- Don't let other students cheer on the fighters.
- You have a legal right to restrain a student to protect other students or yourself - but do so only as a last resort.

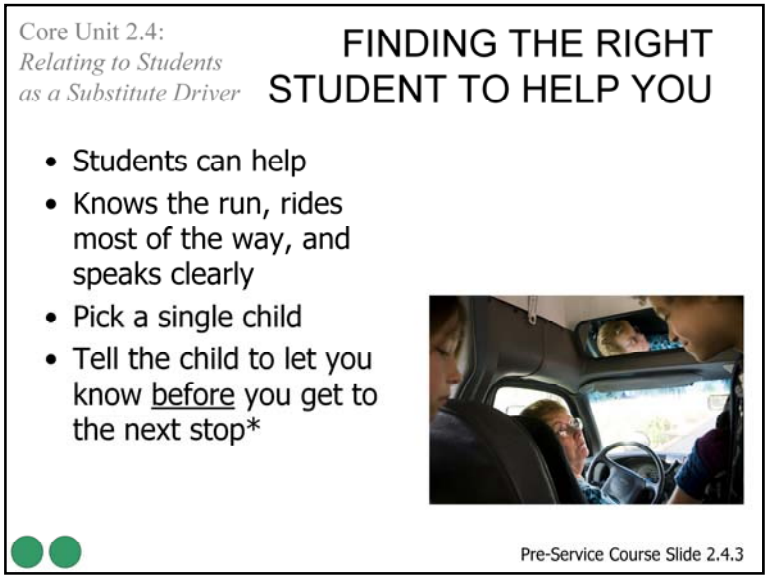

Core Unit 2.3:
Bullying, Threats, & Fights
THREATS & VIOLENCE cont.
• Stepping between students is dangerous
• Evacuate others as a last resort
• Be alert for signs of a weapon
• Other students may try to let you know a student has a weapon
• Don't confront or search a student
• Use weapon radio code
• Maintain a dialogue*
Pre-Service Course Slide 2.3.3b

- Stepping between older students in a serious fight is dangerous.
- Focus your efforts on the student who is getting the worst of it – he or she may be more willing to back off.
- Evacuate other students only as a last resort – evacuation can be risky.
- The possibility of a weapon must be taken seriously.
- Be alert for signs of a student trying to hide something.
- Listen to your students – they may try to let you know a student has a weapon.
- Don't confront or search a student you suspect of having a weapon.
- Some schools have a pre-arranged code for suspected weapon – ask your supervisor.
- If a weapon is displayed, your main goal is protecting the other students.
- Keep up a dialogue with a student threatening to use a weapon.

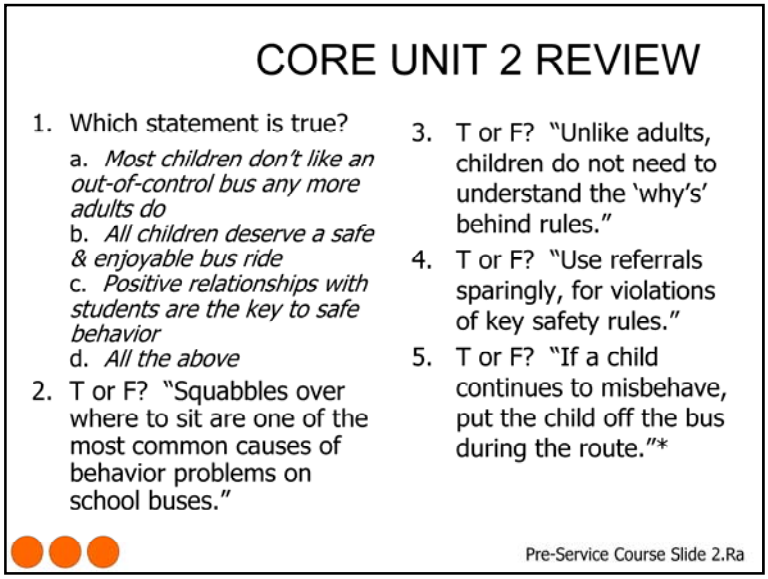

Core Unit 2.4:
Relating to Students
as a Substitute Driver
SUB DRIVER
THE TOUGHEST JOB
• Safety 1st, schedule 2nd
• Interact with every child
• Put on your game face
• Study the route sheet first — never read it while driving
• Be prepared for the unexpected
• Got lost? Ask for help!
• Be overcautious
• Missed stop? Never back up*
Pre-Service Course Slide 2.4.1,2

Being a sub can be a tough job, but it can also be rewarding. You know you got the children home just as safely as the regular driver.

- Remember, "Safety first, schedule second."
- Some drivers love being a sub – but it can be challenging.
- There's an art to controlling students as a substitute driver. Make a point of interacting with every child, even for just a moment or two.
- Put on your game face.
- Always study the route sheet carefully before leaving the bus yard.
- Ask another driver who's familiar with the route to go over the route sheet with you before you leave.
- If you need to check it again during the route, do it while stopped – never read while driving.
- Be prepared for the unexpected – you may encounter inaccuracies on the route sheet.
- If you get lost on a route, don't be embarrassed – ask base for guidance by radio.
- Never be in a rush – subs should be the most cautious drivers in the fleet!
- If you miss a child's stop, never back up.

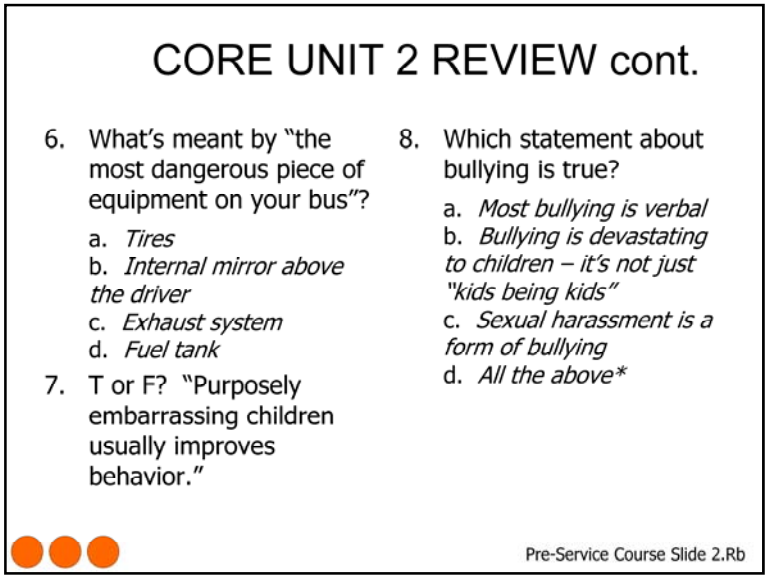

Core Unit 2.4:
Relating to Students as a Substitute Driver
FINDING THE RIGHT STUDENT TO HELP YOU
• Students can help
• Knows the run, rides most of the way, and speaks clearly
• Pick a single child
• Tell the child to let you know before you get to the next stop*
Pre-Service Course Slide 2.4.3

- Students can be a huge help when driving an unfamiliar run.
- You need someone who knows the run well, rides most of the way, and speaks clearly.
- Older students are usually best, but even a younger child can help if you find the right one.
- Pick a single child to give directions – it's confusing if several call out advice at once.
- Tell the child to let you know before you get to the next stop.

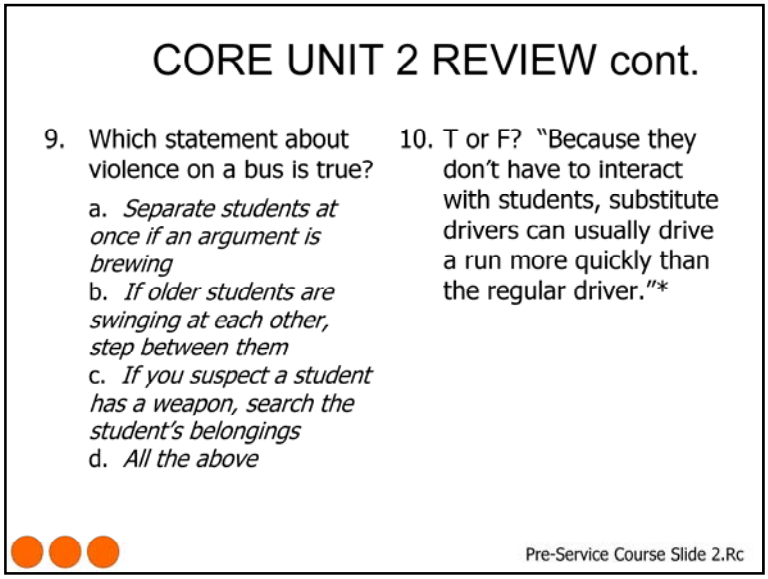

CORE UNIT 2 REVIEW
1. Which statement is true?
a. Most children don't like an out-of-control bus any more adults do
b. All children deserve a safe & enjoyable bus ride
c. Positive relationships with students are the key to safe behavior
d. All the above
2. T or F? "Squabbles over where to sit are one of the most common causes of behavior problems on school buses."
3. T or F? "Unlike adults, children do not need to understand the 'why's' behind rules."
4. T or F? "Use referrals sparingly, for violations of key safety rules."
5. T or F? "If a child continues to misbehave, put the child off the bus during the route."*
Pre-Service Course Slide 2.Ra

Have your drivers work on the review questions at the end of the unit for 5-10 minutes, then use these slides to make sure everyone knows the right answers.

1. d
2. T
3. F
4. T
5. F


CORE UNIT 2 REVIEW cont.
6. What's meant by "the most dangerous piece of equipment on your bus"?
a. Tires
b. Internal mirror above the driver
c. Exhaust system
d. Fuel tank
7. T or F? "Purposely embarrassing children usually improves behavior."
8. Which statement about bullying is true?
a. Most bullying is verbal
b. Bullying is devastating to children – it's not just "kids being kids"
c. Sexual harassment is a form of bullying
d. All the above*
Pre-Service Course Slide 2.Rb

6. b
7. F
8. d


CORE UNIT 2 REVIEW cont.
9. Which statement about violence on a bus is true?
a. Separate students at once if an argument is brewing
b. If older students are swinging at each other, step between them
c. If you suspect a student has a weapon, search the student's belongings
d. All the above
10. T or F? "Because they don't have to interact with students, substitute drivers can usually drive a run more quickly than the regular driver."*
Pre-Service Course Slide 2.Rc

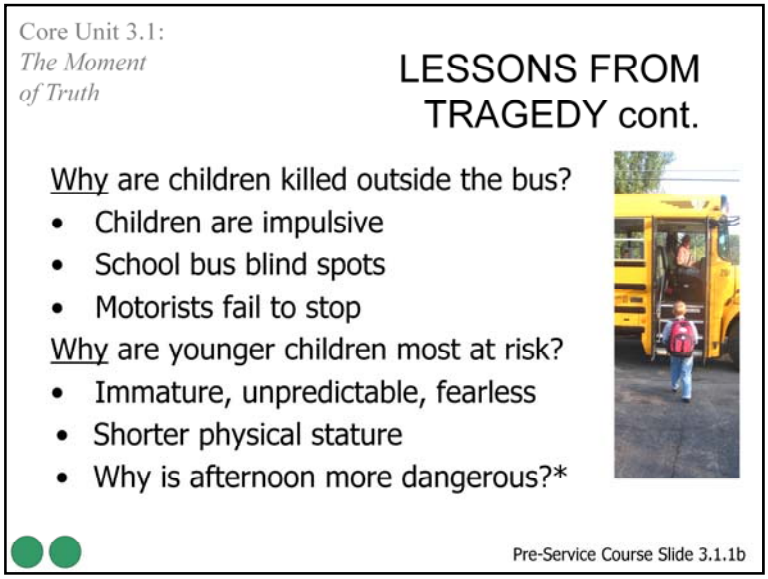
9. a
10. F

PRE-SERVICE CORE UNIT 3
BUS STOP SAFETY
Pre-Service Course Slide 3.W

Core Unit 3.1:
The Moment
of Truth
LESSONS FROM
TRAGEDY
BIG THREE
1. Most children killed outside the bus
2. Younger children are most at risk
3. Fatalities twice as likely to occur on the take-home run*
Pre-Service Course Slide 3.1.1a

An analysis of school bus accidents reveals three important patterns:

- Most children who have been killed in school bus accidents are killed outside the bus, while getting on or off,
- Younger children are most at risk at bus stops, and
- Bus stop incidents are twice as likely to occur on the take-home run.

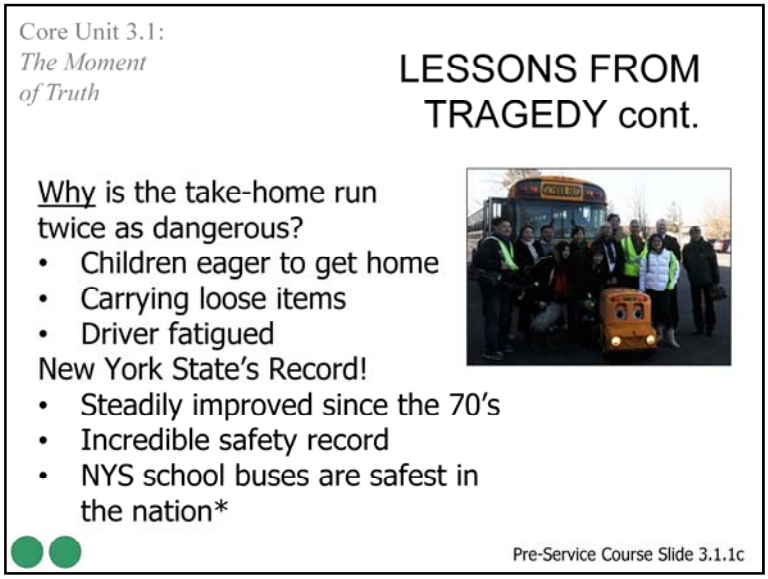

Core Unit 3.1:
The Moment
of Truth
LESSONS FROM
TRAGEDY cont.
Why are children killed outside the bus?
• Children are impulsive
• School bus blind spots
• Motorists fail to stop
Why are younger children most at risk?
• Immature, unpredictable, fearless
• Shorter physical stature
• Why is afternoon more dangerous?*
Pre-Service Course Slide 3.1.1b

Why are most children killed outside the bus?

- Children are naturally impulsive.
- All school buses have blind spots where children can be hidden from the driver's direct view – this is why the most common school bus fatality is a "by-own-bus" incident.
- Other motorists often fail to stop for a stopped school bus, and may strike a child – this is the second most common type of school bus fatality.

Why are younger children most at risk at bus stops?

- Immature, unpredictable, fearless.
- Shorter physical stature – easier to lose in a blind spot.

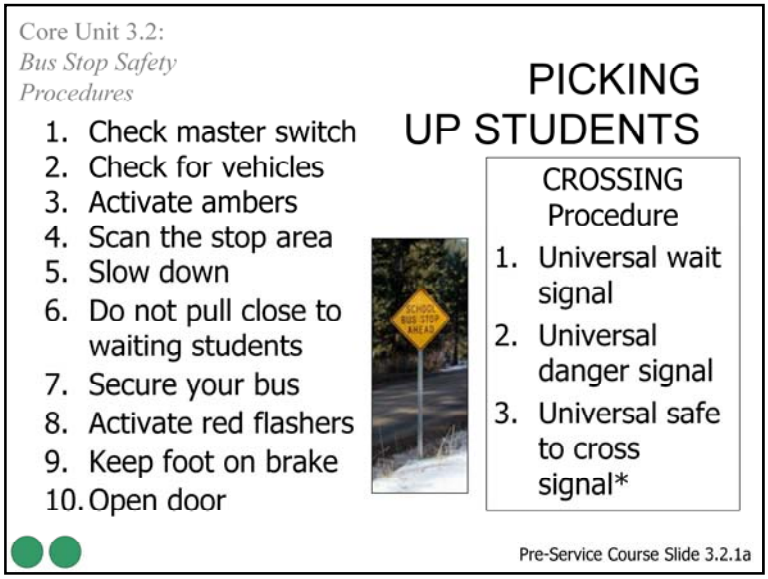

Core Unit 3.1:
The Moment of Truth
LESSONS FROM TRAGEDY cont.
Why is the take-home run twice as dangerous?
• Children eager to get home
• Carrying loose items
• Driver fatigued
New York State's Record!
• Steadily improved since the 70's
• Incredible safety record
• NYS school buses are safest in the nation*
Pre-Service Course Slide 3.1.1c

Why is the take-home run twice as dangerous as a take-in run?

- After being pent up in school all day, children are usually more energetic in the afternoon.
- They may be carrying items home that could be dropped near the bus.
- Bus drivers may be fatigued and potentially less alert after a long day.
- As a school bus driver, you need to know what situations place children at greatest risk.

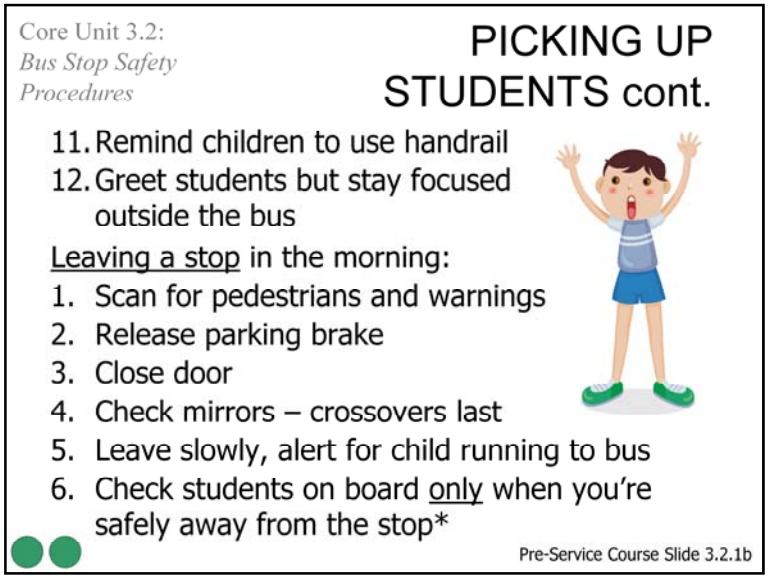
New York State's Record

- The safety record of our state's school buses has steadily improved since the modern training program began in the mid-1970s.
- New York's 50,000 school bus drivers have established a safety record almost unimaginable a generation ago.
- New York school buses are the safest in the nation – you are joining a select and proud profession.


Core Unit 3.2:
Bus Stop Safety Procedures
PICKING UP STUDENTS
1. Check master switch
2. Check for vehicles
3. Activate ambers
4. Scan the stop area
5. Slow down
6. Do not pull close to waiting students
7. Secure your bus
8. Activate red flashers
9. Keep foot on brake
10. Open door
CROSSING Procedure
1. Universal wait signal
2. Universal danger signal
3. Universal safe to cross signal*
Pre-Service Course Slide 3.2.1a

When approaching a bus stop in the morning:

- Check the status of your master switch.
- Check on vehicles behind you.
- Activate amber pre-warning flashers early enough that motorists can react safely.
- Scan the surround area as the stop comes into view.
- Slow down before you get to the stop.
- Check again on other vehicles in the vicinity.
- Do not pull right next to waiting students.
- Secure your bus as soon as you stop with Parking/Spring brake.
- Open or “crack” the door to activate red student flashers – double-check that flashers are on.
- Keep foot lightly on service brake pedal.
- Give “universal wait signal” to students.
- Keep other hand over horn, ready to sound “universal danger signal.”
- If all is safe, give “universal safe to cross signal” to waiting students.

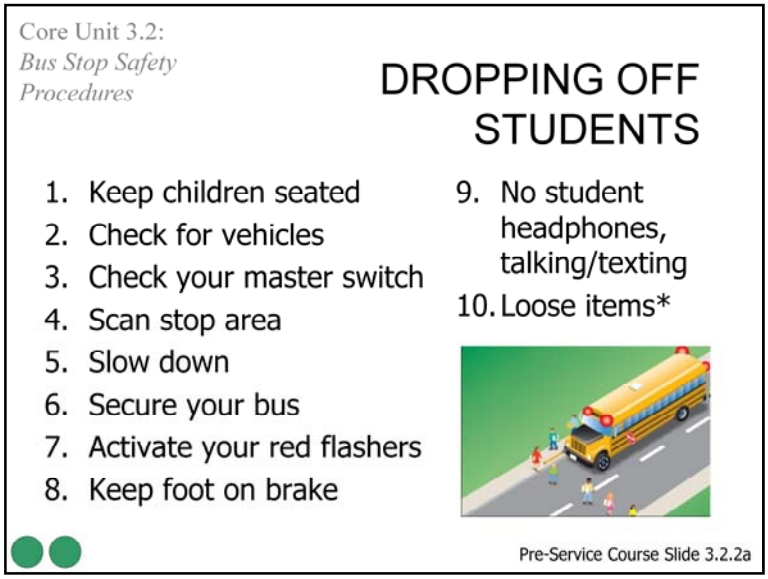

Core Unit 3.2:
Bus Stop Safety Procedures
PICKING UP STUDENTS cont.
11. Remind children to use handrail
12. Greet students but stay focused outside the bus
Leaving a stop in the morning:
1. Scan for pedestrians and warnings
2. Release parking brake
3. Close door
4. Check mirrors – crossovers last
5. Leave slowly, alert for child running to bus
6. Check students on board only when you're safely away from the stop*
Pre-Service Course Slide 3.2.1b

At the stop in the morning, continued:

- Open door all the way for students.
- Groups of students should board together, not as stragglers one at a time.
- Remind children to use handrail as they come up steps.
- Briefly greet students but keep your primary attention focused outside while at the stop.
- Leave red flashers activated until all students are seated.

Leaving a stop in the morning:

- Carefully scan the surrounding area – make sure no one's trying to get your attention.
- Apply service brake, release parking brake.
- Close the door.
- Carefully check driving and crossover mirrors – always check crossover mirrors last.
- Leave the stop slowly, at dead idle speed – stay alert for a late child trying to catch the bus.
- Check on students on board only when you're safely away from the stop.

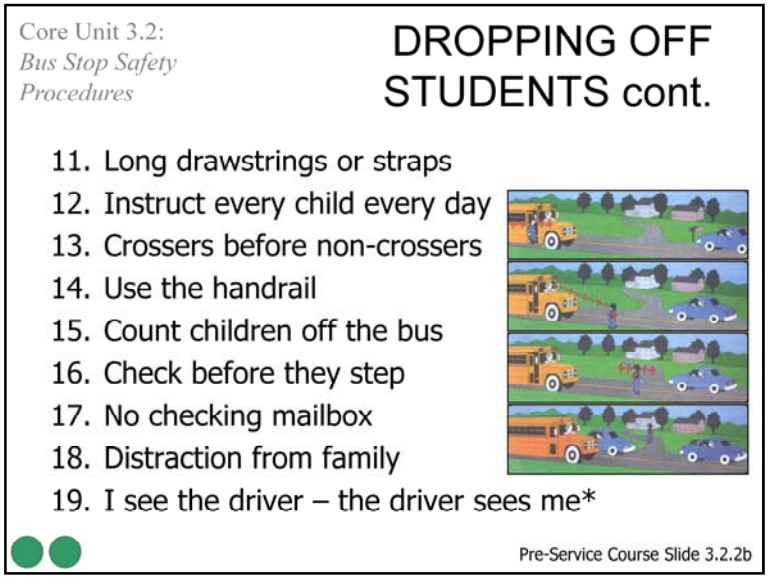

Core Unit 3.2:
Bus Stop Safety Procedures
DROPPING OFF STUDENTS
1. Keep children seated
2. Check for vehicles
3. Check your master switch
4. Scan stop area
5. Slow down
6. Secure your bus
7. Activate your red flashers
8. Keep foot on brake
9. No student headphones, talking/texting
10. Loose items*
Pre-Service Course Slide 3.2.2a

Approaching a stop in the afternoon:

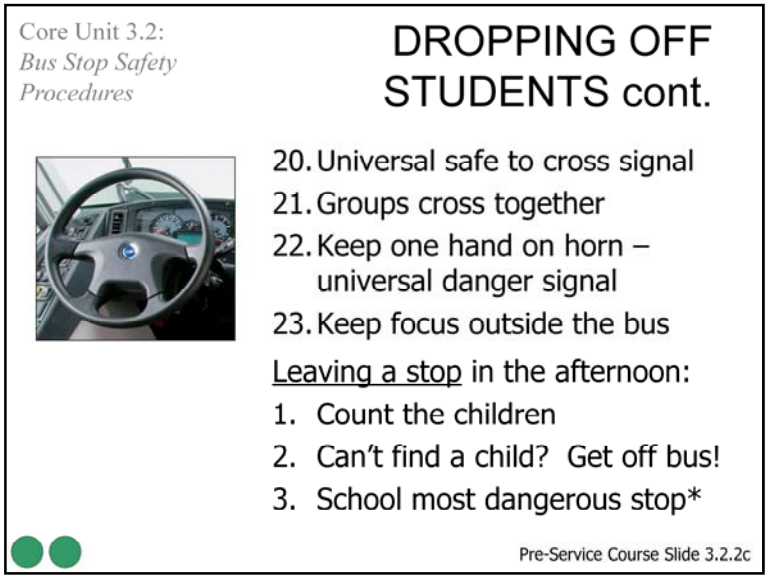
- Alert children who will get off next to get ready.
- Keep children seated until bus is fully stopped.
- Be aware of vehicles behind your bus - if you can let them pass by pulling over in a safe location well before the stop, do so.
- Check the status of your master flasher switch.
- As it comes into view, scan the area around the stop for unusual hazards.
- Slow down well before you get to the stop.

At a stop in the afternoon:

- Secure your bus as soon you come to a stop.
- Open the door to activate your red flashers – double-check to make sure they're on.
- Maintain light pressure on the service brake.
- Don't let children exit your bus wearing headphones, talking/texting on cell phones, etc.
- Be alert for children carrying loose items that could drop near the bus.


Core Unit 3.2:
Bus Stop Safety Procedures
DROPPING OFF STUDENTS cont.
11. Long drawstrings or straps
12. Instruct every child every day
13. Crossers before non-crossers
14. Use the handrail
15. Count children off the bus
16. Check before they step
17. No checking mailbox
18. Distraction from family
19. I see the driver – the driver sees me*
Pre-Service Course Slide 3.2.2b

- Be alert for clothing with long drawstrings or straps.
- Instruct every child every day about how to stay safe while getting off your bus – it's the law.
- At group stops, discharge crossers before non-crossers.
- Remind children to use the handrail as they go down the steps.
- Count children as they disembark.
- Teach children to "check before they step" off the bus – older students too.
- Children who don't cross should walk quickly away from the bus – no checking the mailbox.
- Stay alert if family members or friends are at the stop - the child could be distracted.
- Children who must cross should walk far enough in front of the bus to see your face – give the "universal wait signal" until you know it's safe.

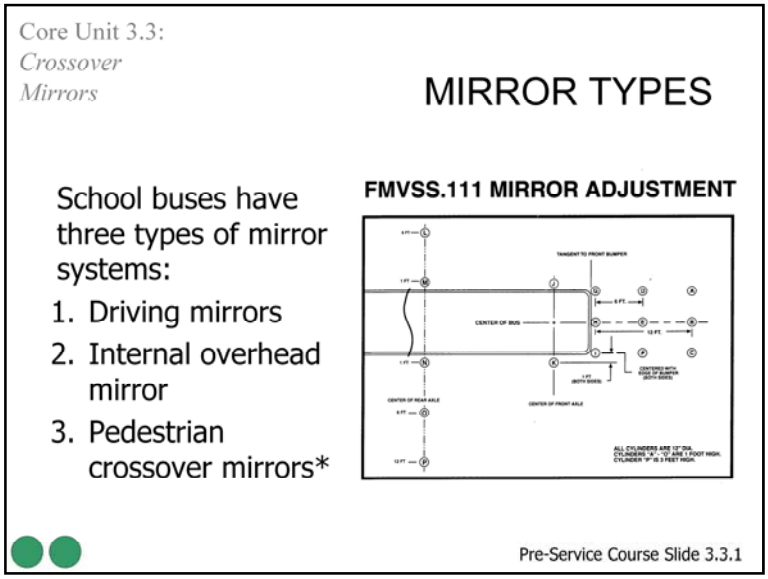

Core Unit 3.2:
Bus Stop Safety Procedures
DROPPING OFF STUDENTS cont.
20. Universal safe to cross signal
21. Groups cross together
22. Keep one hand on horn – universal danger signal
23. Keep focus outside the bus
Leaving a stop in the afternoon:
1. Count the children
2. Can't find a child? Get off bus!
3. School most dangerous stop*
Pre-Service Course Slide 3.2.2c

At a stop in the afternoon, cont.:

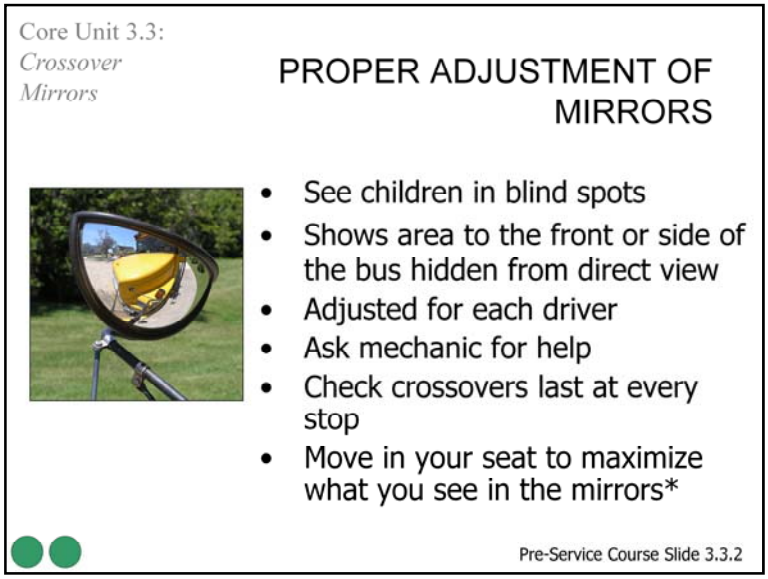
- Give the "universal safe to cross signal" when it's safe for children to proceed across the road.
- Groups of children should cross as a unit.
- Keep one hand on horn as children cross, ready to sound the "universal danger signal" if a vehicle is approaching.
- External PA systems can help you train students while they're crossing.
- Keep your attention focused outside the bus.

Leaving a stop in the afternoon:

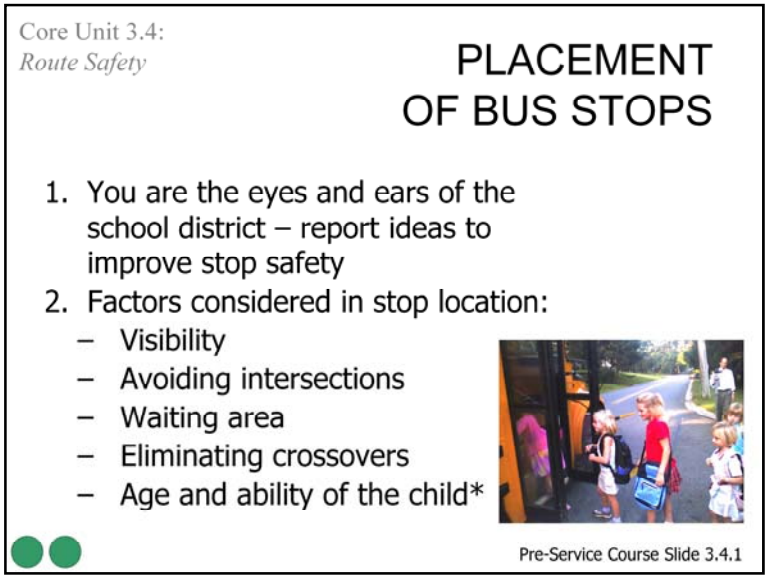
- Locate every student who got off your bus before moving forward – check your count.
- If you've lost track of a child, err on the side of caution – find out where the child is before moving.
- Follow "Leaving a Stop" directions for "Picking up Students." (see below)
    - *Carefully scan the surrounding area – make sure no one's trying to get your attention.*
    - *Apply service brake, release parking brake.*
    - *Close the door.*
    - *Carefully check driving and crossover mirrors – always check crossover mirrors last.*
    - *Leave the stop slowly, at dead idle speed – stay alert for a late child trying to catch the bus.*
    - *Check on students on board only when you're safely away from the stop.*
- Don't forget that the school is the most dangerous stop you have. Be alert for students running to the bus or to parent cars.



The diagram on the slide shows the placements of 12” columns for mirror systems to meet FMVSS (Federal Motor Vehicle Safety Standard) 111.


Core Unit 3.3:
Crossover
Mirrors
PROPER ADJUSTMENT OF MIRRORS
See children in blind spots
Shows area to the front or side of the bus hidden from direct view
Adjusted for each driver
Ask mechanic for help
Check crossovers last at every stop
Move in your seat to maximize what you see in the mirrors*
Pre-Service Course Slide 3.3.2

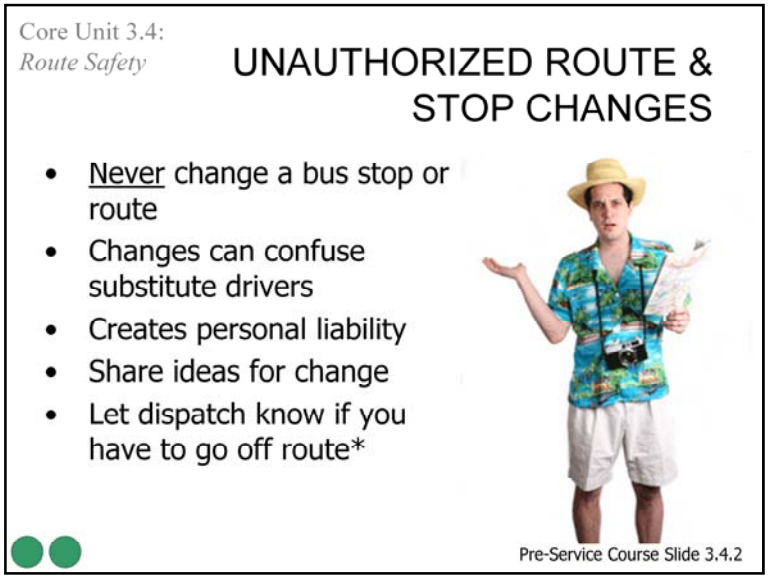
- The primary purpose of crossover mirrors is help you check for children hidden in the blind spots (“danger zones”) around your bus.
- If a crossover mirror is out of adjustment, you could run over a child.
- All buses have blind spots.
- Mirrors must show the seated driver any area to the front or side of the bus hidden from direct view.
- It is against the law to drive a school bus with the crossover mirrors out of adjustment.
- Crossover mirrors may need to be individually adjusted depending on the seat adjustment, height of driver, and type of bus.
- Proper adjustment is especially important for shorter drivers, who sit lower and can usually see less around the bus.
- Ask your supervisor or a mechanic to help you adjust your mirrors.
- Properly adjusted mirrors mean little if they aren’t used carefully at every bus stop.
- Check crossover mirrors last at every bus stop, including school grounds.
- The most important purpose of crossover mirrors is to spot a child you didn’t know you’d lost track of.
- Train yourself to move actively in the driver’s seat to change your angle of vision and maximize what you see in the crossover mirrors and all mirrors.


Core Unit 3.4:
Route Safety
PLACEMENT OF BUS STOPS
1. You are the eyes and ears of the school district – report ideas to improve stop safety
2. Factors considered in stop location:
– Visibility
– Avoiding intersections
– Waiting area
– Eliminating crossovers
– Age and ability of the child*
Pre-Service Course Slide 3.4.1

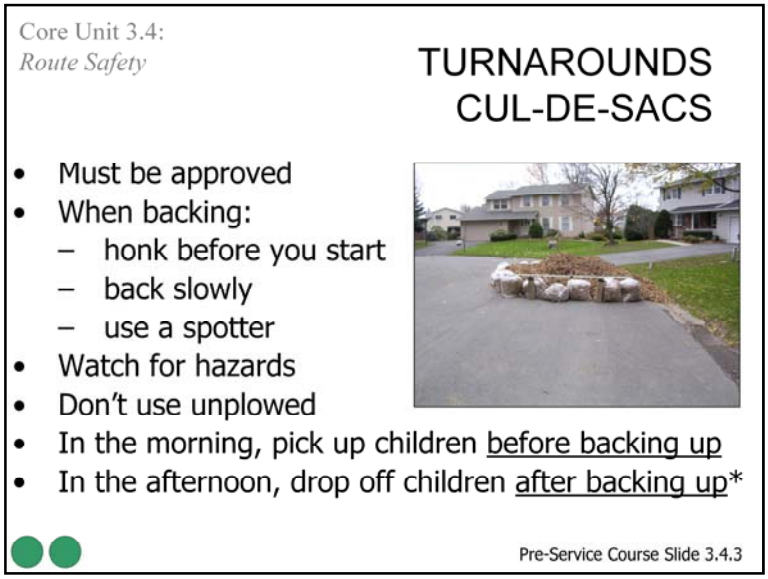
- Determining the exact location of bus stops is one of your supervisor's most important responsibilities.
- While driving your route, you are the eyes and ears of the school district – you may have a suggestion to improve the safety of a bus stop or the route.

Factors typically considered by supervisors in determining where to place a bus stop:

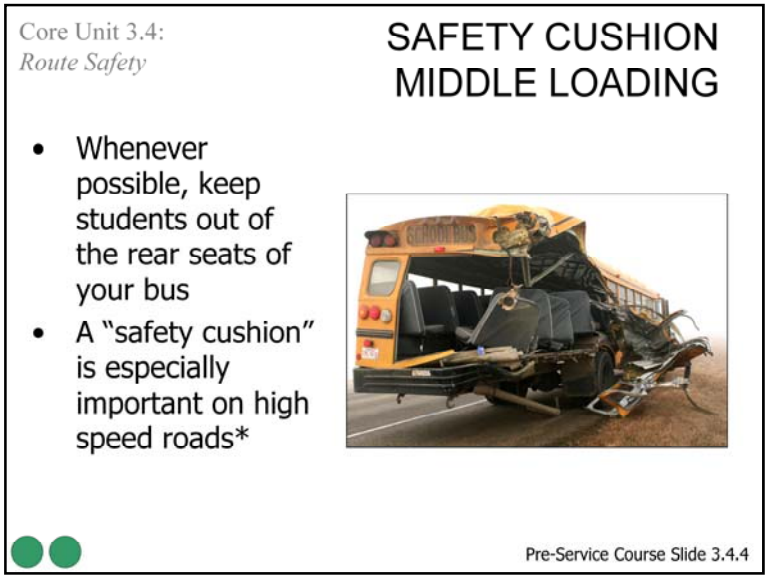
- Visibility – the more, the better,
- Intersections – avoiding stops at corners whenever possible,
- Adequate waiting area for students,
- Eliminating crossovers when reasonably possible, and the
- Age and characteristics of the child.


Core Unit 3.4:
Route Safety
UNAUTHORIZED ROUTE & STOP CHANGES
Never change a bus stop or route
Changes can confuse substitute drivers
Creates personal liability
Share ideas for change
Let dispatch know if you have to go off route*
Pre-Service Course Slide 3.4.2

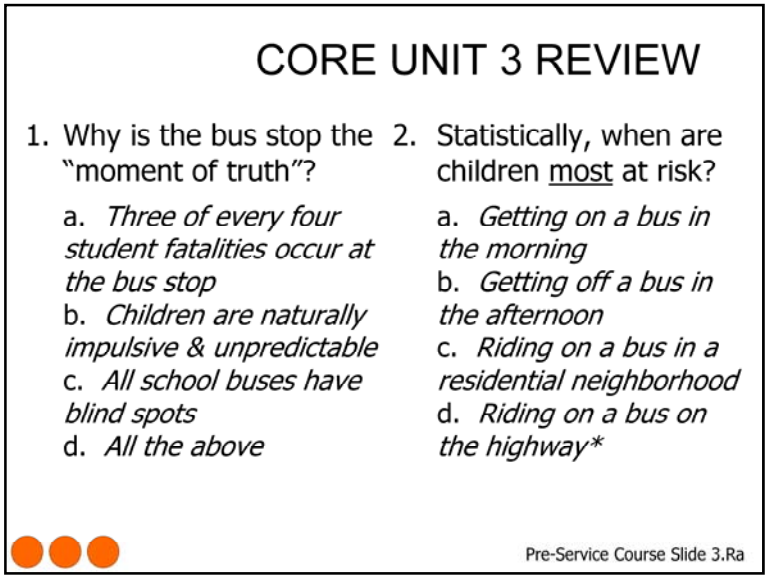
- Never change a bus stop or route on your own.
- Unauthorized changes can confuse substitute drivers and are potentially dangerous to children.
- If a child is hurt because of an unauthorized route change, the driver who made the change could be personally liable.
- If you have a suggestion for improving a route, discuss it with your supervisor.
- If you have to re-route temporarily because of a road closing, etc., let base know by radio.



- Turnarounds must be approved by a supervisor.
- Most turnarounds require backing.
- Backing is dangerous - honk before you start backing, always back slowly, and use a spotter from inside the bus whenever possible .
- Watch for hazards like the leaf pile in this cul-de-sac.
- Be especially careful in winter – snow can make it hard to know where the turnaround ends.
- If you're not sure about a turnaround after a snow storm, contact base by radio – the local highway department may be able to clear it out.
- Turnarounds at or near bus stops require special caution. If your route requires you to back up at or near a bus stop, always follow this procedure:
    - In the morning, pick up waiting children before backing up.
    - In the afternoon, drop off children after backing up.

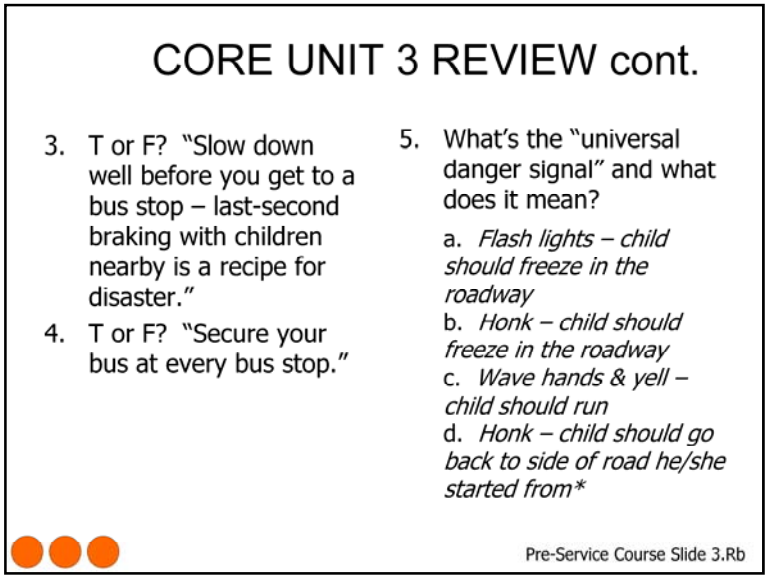

Core Unit 3.4:
Route Safety
SAFETY CUSHION
MIDDLE LOADING
• Whenever possible, keep students out of the rear seats of your bus
• A "safety cushion" is especially important on high speed roads*
Pre-Service Course Slide 3.4.4

- Whenever possible, keep students out of the rear seats of your bus - use the last row only when other seats are filled.
- Passengers in the rear seats are more exposed to injury if your bus is struck from the rear.
- A "safety cushion" is especially important on high speed roads shared by trucks.

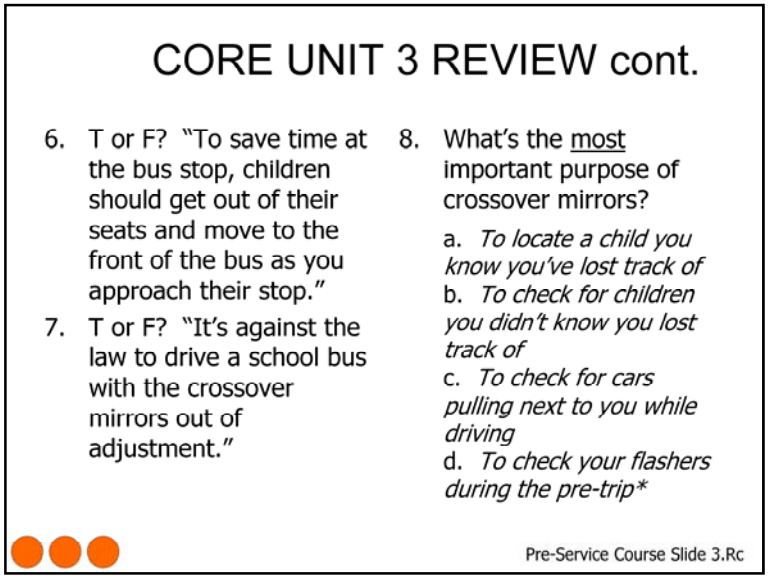

CORE UNIT 3 REVIEW
1. Why is the bus stop the "moment of truth"?
a. Three of every four student fatalities occur at the bus stop
b. Children are naturally impulsive & unpredictable
c. All school buses have blind spots
d. All the above
2. Statistically, when are children most at risk?
a. Getting on a bus in the morning
b. Getting off a bus in the afternoon
c. Riding on a bus in a residential neighborhood
d. Riding on a bus on the highway*
Pre-Service Course Slide 3.Ra

Have your drivers work on the review questions at the end of the unit for 5-10 minutes, then use these slides to make sure everyone knows the right answers.

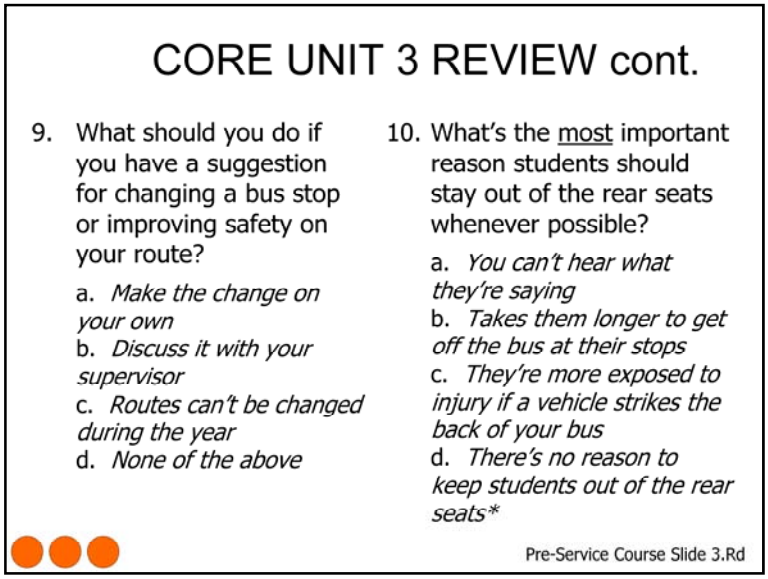
1. d
2. b


CORE UNIT 3 REVIEW cont.
3. T or F? "Slow down well before you get to a bus stop – last-second braking with children nearby is a recipe for disaster."
4. T or F? "Secure your bus at every bus stop."
5. What's the "universal danger signal" and what does it mean?
a. Flash lights – child should freeze in the roadway
b. Honk – child should freeze in the roadway
c. Wave hands & yell – child should run
d. Honk – child should go back to side of road he/she started from*
Pre-Service Course Slide 3.Rb

3. T
4. T
5. d


CORE UNIT 3 REVIEW cont.
6. T or F? "To save time at the bus stop, children should get out of their seats and move to the front of the bus as you approach their stop."
7. T or F? "It's against the law to drive a school bus with the crossover mirrors out of adjustment."
8. What's the most important purpose of crossover mirrors?
a. To locate a child you know you've lost track of
b. To check for children you didn't know you lost track of
c. To check for cars pulling next to you while driving
d. To check your flashers during the pre-trip*
Pre-Service Course Slide 3.Rc

6. F
7. T
8. b

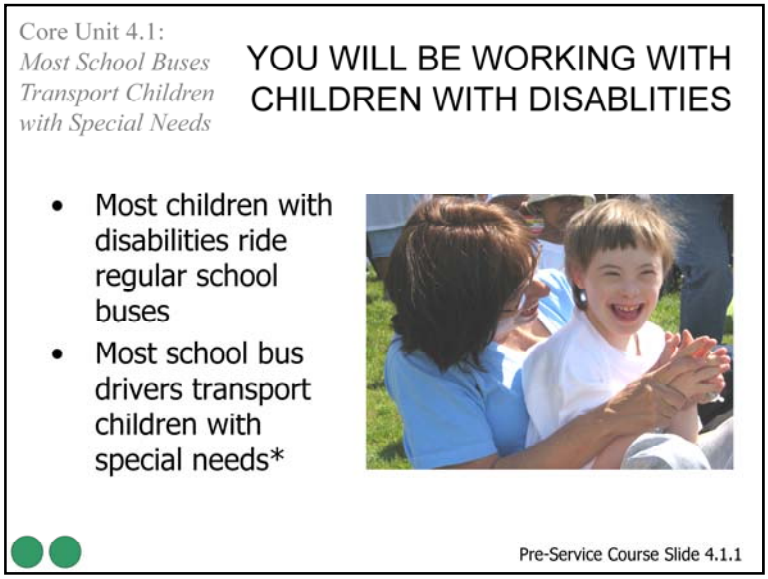

CORE UNIT 3 REVIEW cont.
9. What should you do if you have a suggestion for changing a bus stop or improving safety on your route?
a. Make the change on your own
b. Discuss it with your supervisor
c. Routes can't be changed during the year
d. None of the above
10. What's the most important reason students should stay out of the rear seats whenever possible?
a. You can't hear what they're saying
b. Takes them longer to get off the bus at their stops
c. They're more exposed to injury if a vehicle strikes the back of your bus
d. There's no reason to keep students out of the rear seats*
Pre-Service Course Slide 3.Rd

9. b
10. c

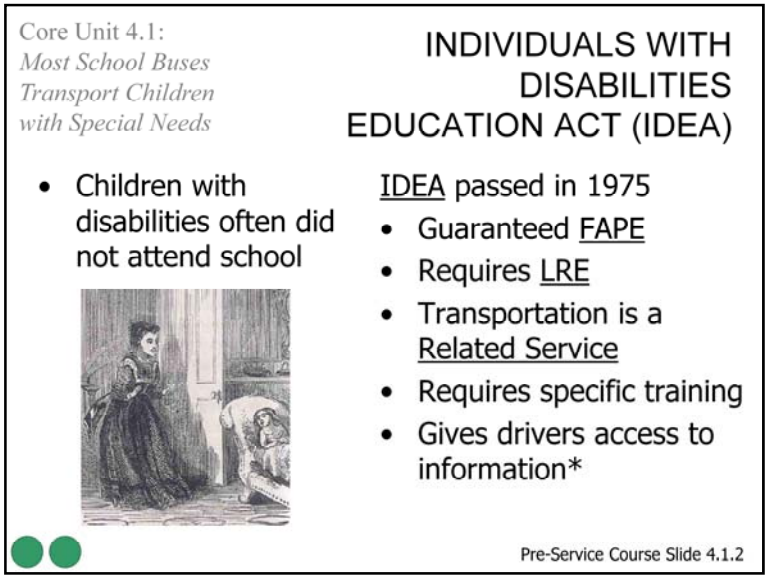
PRE-SERVICE CORE UNIT 4

TRANSPORTING STUDENTS WITH SPECIAL NEEDS

Pre-Service Course Slide 4.W


Core Unit 4.1:
Most School Buses Transport Children with Special Needs
YOU WILL BE WORKING WITH CHILDREN WITH DISABLITIES
Most children with disabilities ride regular school buses
Most school bus drivers transport children with special needs*
Pre-Service Course Slide 4.1.1

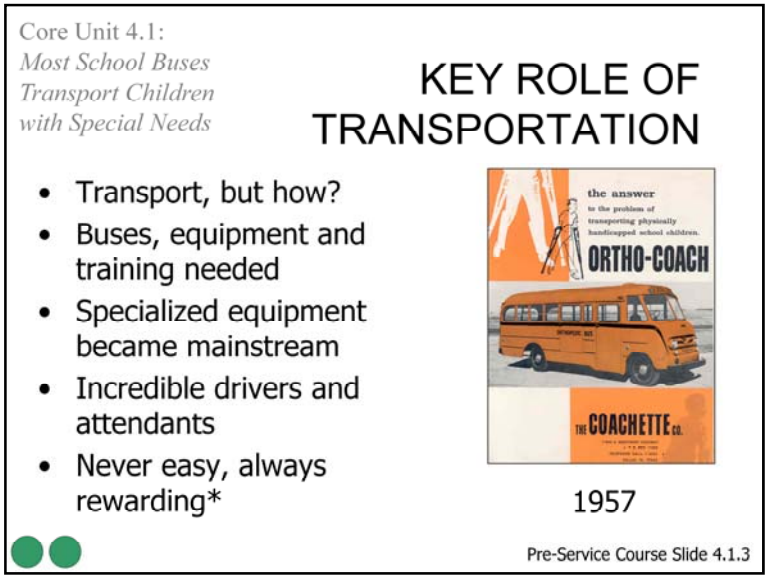
Unit 4, Transporting Students with Special needs, is required by regulation for all school bus drivers that transport children with disabilities. Since 80% of children with disabilities ride regular buses, every driver must take this segment.


Core Unit 4.1:
Most School Buses Transport Children with Special Needs
INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)
Children with disabilities often did not attend school
IDEA passed in 1975
Guaranteed FAPE
Requires LRE
Transportation is a Related Service
Requires specific training
Gives drivers access to information*
Pre-Service Course Slide 4.1.2

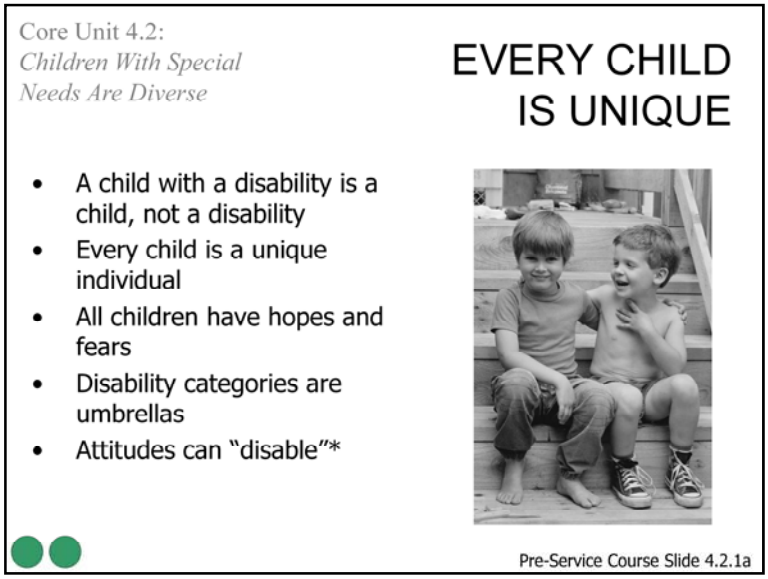
- Our country has come a long way in how we treat people with disabilities.
- A generation ago, children who were considered “handicapped” seldom had a chance to go to school - most adults with disabilities spent their entire lives completely segregated from society.

IDEA, passed by the U.S. Congress in 1975, was the culmination of many local struggles for equal rights for disabled children .

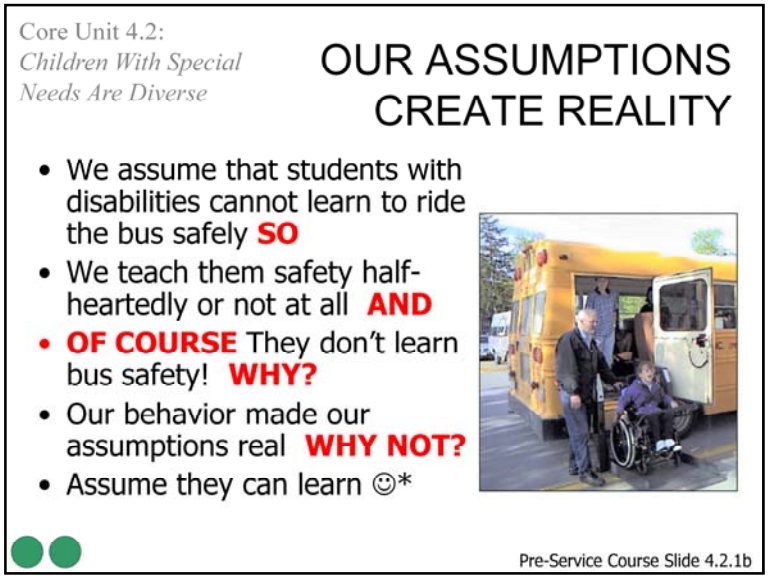
- The law of the land now required school districts to provide FAPE, a “free and appropriate public education” to all children.
- IDEA required children with disabilities to learn and be transported in the Least Restrictive Environment (LRE) possible so that they can have interaction with their nondisabled peers.
- IDEA also identified transportation as a “Related Service,” that is, a service that some children would need to receive FAPE.
- As a Related Service provider, drivers are given access by IDEA to information about students with disabilities that they need to safely transport each child AND are to receive training specific to the needs of the children they transport.



- Transporting children with disabilities created new challenges for school districts.
- One of the key barriers to educating all children was getting them to and from school – the necessary equipment to transport many children with disabilities did not exist.
- Skill training did not exist either. The 1977 Basic Course was the first training in New York for transporting students with special needs.
- The success of IDEA has always depended on resourceful, caring school bus drivers & attendants.
- Transporting children with special needs will never be simple or easy.

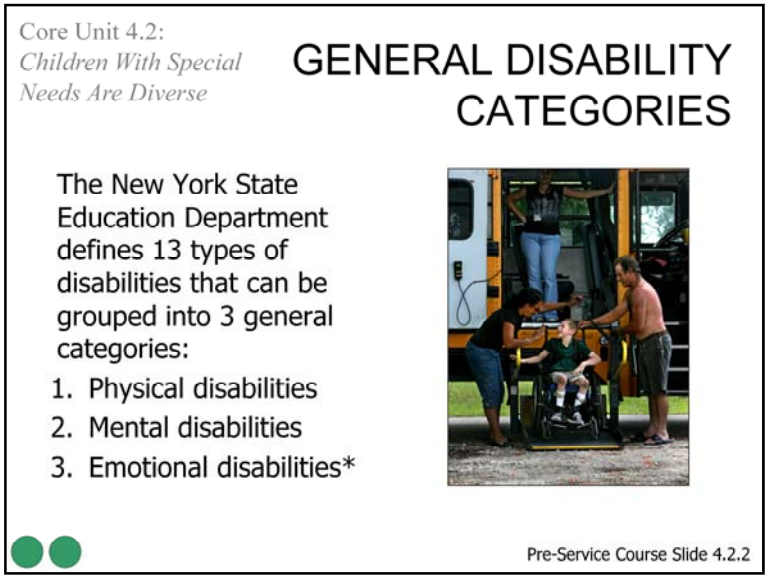

Core Unit 4.2:
Children With Special Needs Are Diverse
EVERY CHILD IS UNIQUE
A child with a disability is a child, not a disability
Every child is a unique individual
All children have hopes and fears
Disability categories are umbrellas
Attitudes can "disable"*
Pre-Service Course Slide 4.2.1a

- A child with a disability is a child, not a disability.
- Every child – disabled or not – is an individual with a unique personality.
- All children have their own hopes and fears.
- Within every type of disability, individual children display a wide spectrum of characteristics and behaviors. Disability categories are really "umbrellas" that identify a group of people with somewhat similar characteristics . Every child within the category will be different and unique.
- We can disable children with out own attitudes and preconceptions that don't allow them full access.


Core Unit 4.2:
Children With Special Needs Are Diverse
OUR ASSUMPTIONS CREATE REALITY
We assume that students with disabilities cannot learn to ride the bus safely SO
We teach them safety half-heartedly or not at all AND
OF COURSE They don't learn bus safety! WHY?
Our behavior made our assumptions real WHY NOT?
Assume they can learn ☺*
Pre-Service Course Slide 4.2.1b

This slide is about assumptions.

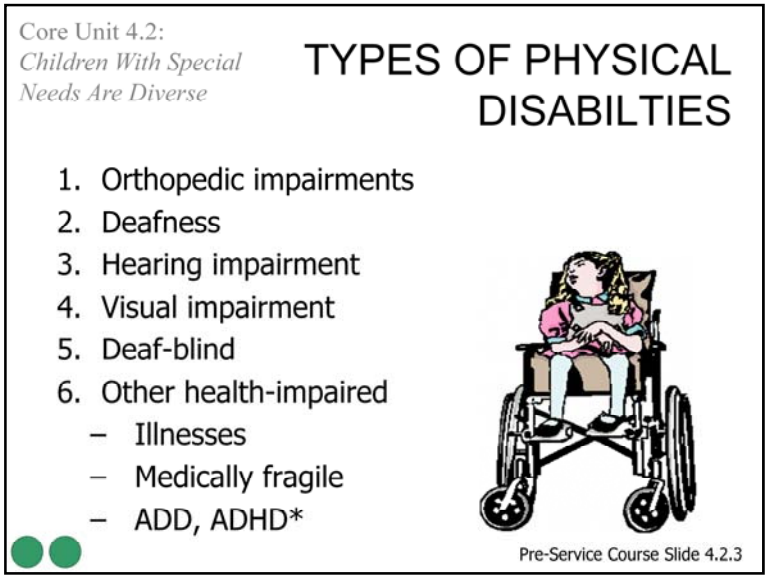
- How does it feels when someone tells you, or their actions suggest they believe, that you cannot do something?
- Have they ever allowed themselves to become a part of someone else's self-fulfilling prophecy?
- By denying students with disabilities access to education and communication opportunities we create a self-fulfilling prophecy.
- They do not learn because we don't teach them in a way that works for them.
- We then assume they didn't learn because they can't learn instead of because we did not teach them.
- The number of personal life histories of children with disabilities whose parents were told to institutionalize them as infants or toddlers who turned out to, in fact, be intelligent, college graduates, and professionals is far too long to list.


Core Unit 4.2:
Children With Special Needs Are Diverse
GENERAL DISABILITY CATEGORIES
The New York State Education Department defines 13 types of disabilities that can be grouped into 3 general categories:
1. Physical disabilities
2. Mental disabilities
3. Emotional disabilities*
Pre-Service Course Slide 4.2.2

Every child is different, but you should be aware of the typical characteristics of the disabled children you may be working with. The New York State Education Department defines 13 types of disabilities eligible for special education services. These can be grouped into 3 general categories:

1. Physical disabilities,
2. Mental disabilities, and
3. Emotional disabilities.

On the following slides discuss each disability and it's implications/effects on transportation.



Orthopedic impairments:

- A physical problem affecting a child's bones, muscles, joints, or tendons.
- Includes problems caused by birth defects, disease, amputation, or other causes.
- Children may use mobility devices (Wheelchairs, walkers, crutches, etc.).
- Transporting children in mobility devices requires the highest degree of caution and attention to detail.

Deafness:

- A hearing loss so severe the child has difficulty processing linguistic information through hearing, even with a hearing aid.

Hearing impairment:

- A less severe or intermittent hearing loss that still hurts a child's school performance.
- Most deaf and hearing impaired children ride the regular school bus .
- Many can communicate both with hearing and non-hearing individuals.

Visual impairment including blindness:

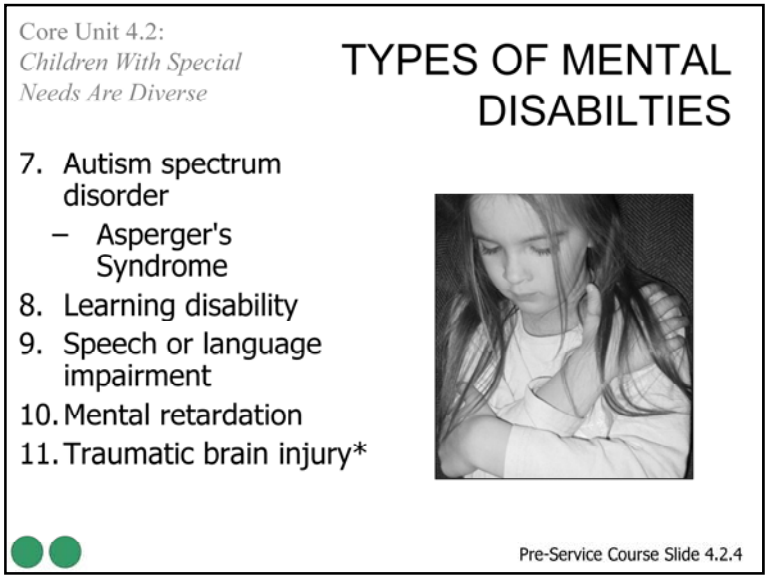
- A vision problem so severe that even with glasses the child's educational performance is adversely impacted.
- Children may be partially sighted or completely blind.
- Many visually impaired children ride the regular school bus.
- Emergency planning should take into account how to guide a blind child off the bus during an evacuation.

Deaf-blind children:

- Both hearing & visual impairments, creating substantial communication barriers.
- May require specialized programs beyond those offered to deaf or blind students.
- Careful emergency planning is essential.

Other health-impairments:

- Category covers a wide variety of chronic and/or acute health problems such as heart conditions, TB, sickle cell anemia, asthma, hemophilia, epilepsy, & diabetes .
- "Medically fragile" children have potentially life-threatening health problems & may require medical equipment or a nurse during the bus ride.
- Attention Deficit Disorder (ADD). Attention Deficit Hyperactivity Disorder (ADHD) are also included in this category – may have difficulty focusing on a single task.
- Their impulsive behaviors can create many challenges for the bus ride.



Autism spectrum disorder:

- A developmental disability affecting the ability to communicate and interact with others.
- One out of 110 children born today have autism.
- Term covers a wide spectrum of behaviors.
- "Asperger's Syndrome" is a milder form of autism.
- Children with more severe forms of autism may display repetitive rocking movements or continuous repetition of words or phrases.
- Some children with autism can communicate effectively with pictures or keyboards.
- Children with autism often have a strong preference for predictable patterns and order - changes in a bus route or staff can be difficult.

Learning disability:

- Is a disorder in the processing of spoken or written language
- Children may have difficulty listening, thinking, speaking, reading, writing, spelling, or doing math.
- Dyslexia is one type of learning disability.

Speech or language impairment:

- A communication disorder such as stuttering or other language or voice impairment.
- Children with speech impairments are frequent targets of bullying.

Mental retardation:

- Generally sub-average intellectual functioning.
- May exist along with other developmental delays.
- Children with mental retardation may be highly affectionate.

Traumatic brain injury:

- Result of a blow to the head, or certain medical conditions such as stroke, encephalitis, aneurysm, or brain tumor.
- Impaired language, thinking, memory, or judgment are typical – psychosocial behavior can be affected.
- Children with traumatic brain injury can be highly unpredictable.

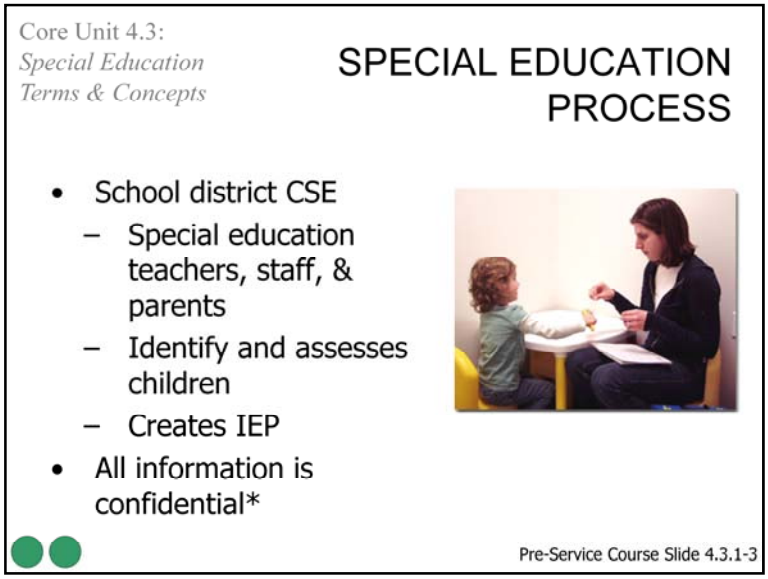
Core Unit 4.2:
Children With Special Needs Are Diverse
EMOTIONAL DISABILTY
MULTIPLE DISABILITIES
12. Emotional disturbance:
– Displays inappropriate behaviors or has inappropriate feelings
– Consistent self-control on the part of the bus driver is a necessity
13. Multiple disability:
– 2 or more simultaneous impairments*
Pre-Service Course Slide 4.2.5,6

Emotional disturbance:

- A significant inability to learn not explained by a lack of intelligence, sensory disabilities, or illness.
- Displays inappropriate behaviors or has inappropriate feelings in otherwise normal circumstances.
- Trouble establishing or maintaining relationships with peers or adults
- Pervasive depression is typical.
- Physical symptoms due to personal/social problems.
- Schizophrenia is a form of emotional disturbance.
- Many challenges exist for the bus ride – consistent self-control on the part of the bus driver is a necessity.

Multiple disability:

- 2 or more simultaneous impairments, such as mental retardation & blindness, mental retardation & orthopedic impairment, etc.
- Educational needs are so severe they can't be met in a special education program designed solely for one of the other 12 impairments.

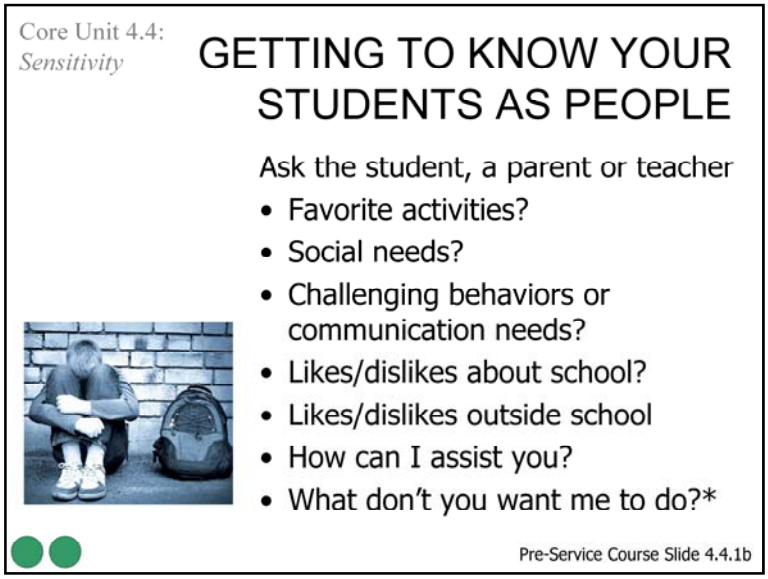


- Every school district has a Committee on Special Education (CSE).
- Made up of special education teachers, staff, administrators, & parents. When transportation is required for FAPE, a transportation expert should assess the child's needs and report at the CSE meeting.
- Purpose of the CSE is to identify and assess children who may need specialized services.
- An Individualized Education Program (IEP) must be created for each identified student with special needs.
- The IEP defines each child's specific educational & behavioral goals for the school year.
- Schools must provide the services listed on the IEP, such as the Related Service of Transportation.

Confidentiality

- Unnecessarily revealing personal information about a student or the student's family is a violation of state & federal law.
- The only exception is if the information is necessary to protect a child in an emergency.
- Parents have successfully sued school districts and bus drivers for violating confidentiality laws.

- Outmoded words keep negative stereotypes about people alive.
- A thoughtless comment about a child can leave a lasting scar.
- Disability words are used as put downs: stupid, crazy, retard, imbecile, idiot, etc.
- Our society has a long history of savage verbal abuse aimed at the "handicapped" – treating them as non-human.
- When speaking to short children or children who use a wheelchair, get on their level to talk to them. Don't talk down to them.
- Just as you use words that respect students, also respect their personal space. If you are securing straps, do it as non-intrusively as possible.

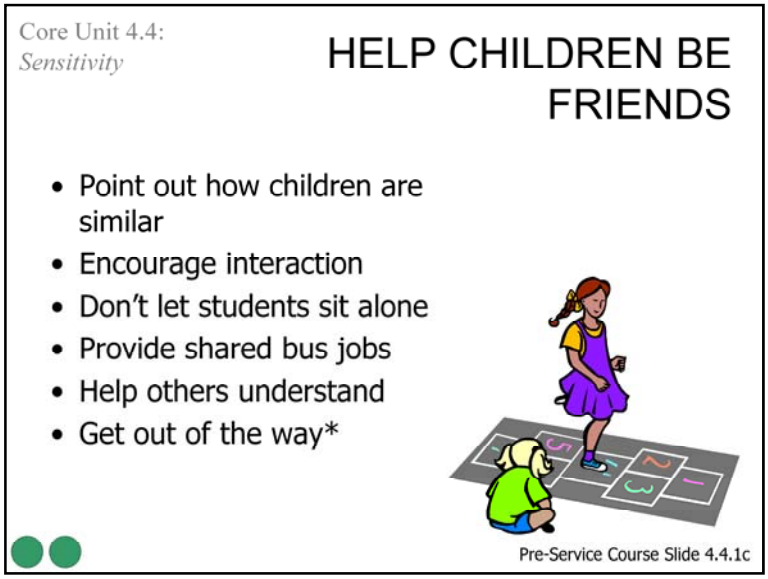

Core Unit 4.4:
Sensitivity
GETTING TO KNOW YOUR STUDENTS AS PEOPLE
Ask the student, a parent or teacher
• Favorite activities?
• Social needs?
• Challenging behaviors or communication needs?
• Likes/dislikes about school?
• Likes/dislikes outside school
• How can I assist you?
• What don't you want me to do?*
Pre-Service Course Slide 4.4.1b

Questions for parents or teachers:

- What motivates him?
- What does she enjoy?
- Would you tell me about his friends?
- How can we support her social needs?
- Does he have challenging behaviors?
- How can I best support her behavior?
- Does he have communication needs?

Questions for students

- What do you want me to know about you?
- What do you like/not like about school?
- What do you enjoy doing outside of school?
- Would you like to tell me about your friends?
- How would you like me to assist you?
- What don't you want me to do?


Core Unit 4.4:
Sensitivity
HELP CHILDREN BE FRIENDS
• Point out how children are similar
• Encourage interaction
• Don't let students sit alone
• Provide shared bus jobs
• Help others understand
• Get out of the way*
Pre-Service Course Slide 4.4.1c

There are many ways that we can help students develop peer relationships on the bus.

- Point out similarities in age, parents' work, favorite sports team, house color or anything else you can think of.
- Encourage safe interaction between students and don't let them become isolated. You cannot say to a student, "Mary has Autism," but you can say that "Sometimes Mary is upset by loud noises" or "When you sit in a different seat, Mary gets nervous and upset about the change."
- You can ask students to let you know if they won't be on the bus the next day so you can help Mary prepare for the change.
- You can assign bus jobs that help students work together. For instance, you can ask the student with Autism and another child to help check the bus to make sure no one left anything behind on the bus each day.

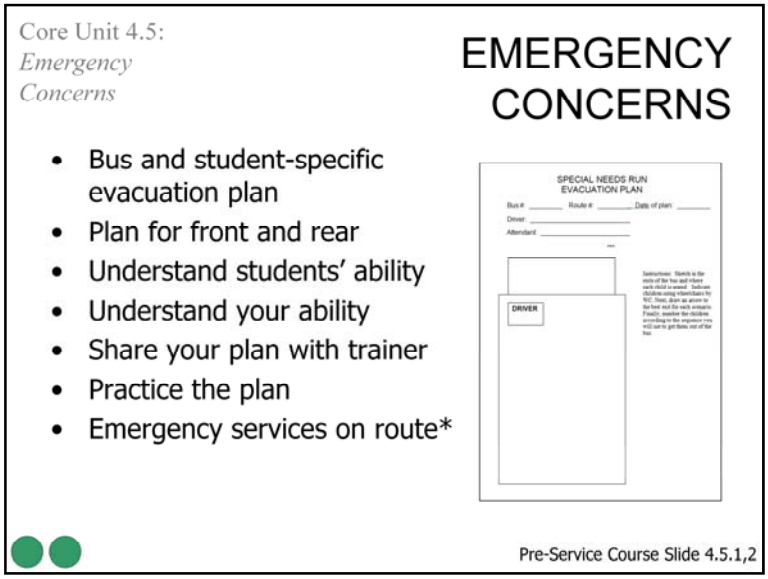
Core Unit 4.4:
Sensitivity

PJ'S LAW

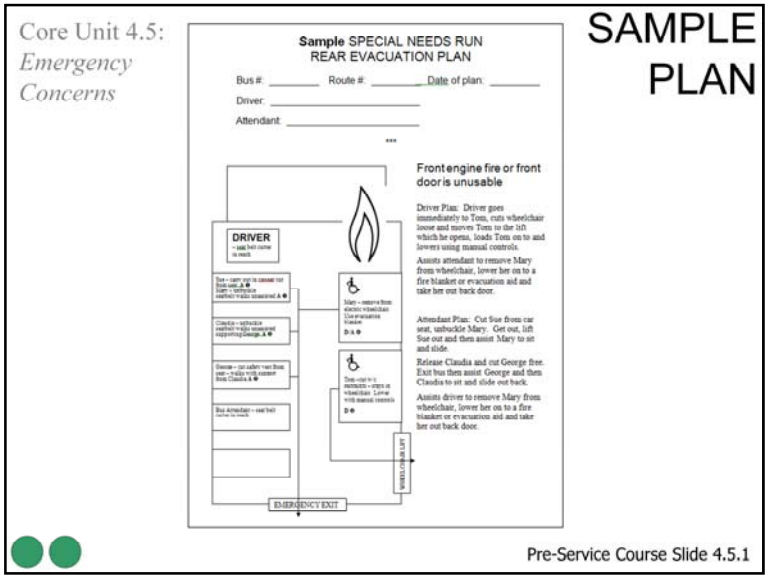
- In 2005, "PJ" was verbally abused by a bus driver and attendant
- New requirement for annual sensitivity training
- Sensitivity is not treating children as though they're helpless
- All children desire independence, not pity*

Pre-Service Course Slide 4.4.2

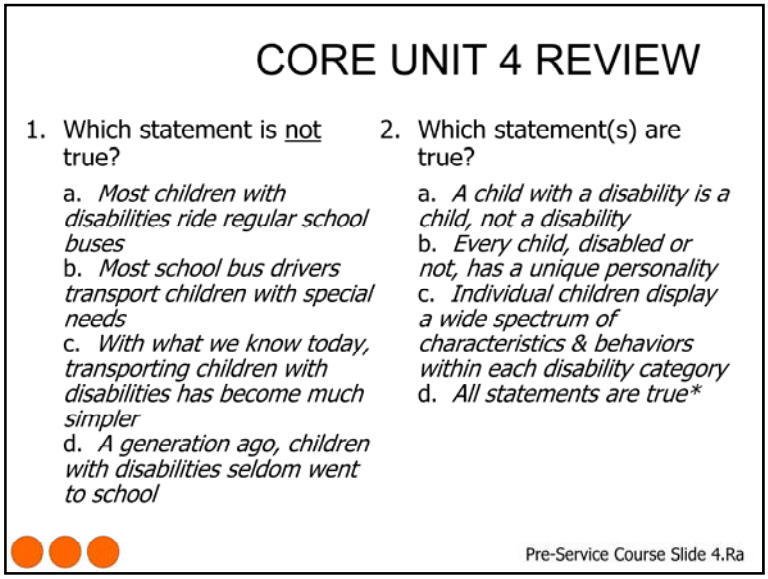
- In 2005, a child with autism ("PJ") was viciously belittled by a bus driver and attendant
- The incident was so disturbing that a new law was enacted, requiring annual sensitivity training for all New York State school bus drivers and attendants
- Being sensitive does not mean treating children with disabilities as though they're helpless.
- Like all children, children with disabilities have a natural desire for independence.



- Evacuating special needs passengers provides challenges because their physical or mental/emotional disabilities may make evacuation difficult.
- You musty make a written plan for both front and rear evacuations.
- In order to plan for a student's evacuation, you must their abilities and any medical or mobility equipment that they use.
- You also need to understand your ability. If you weigh 100 pounds, don't expect to carry a 200 pound child.
- After you have created a plan, by yourself or with your bus attendant, share it with your trainer or SBDI for feedback.
- Practice the plan – or you won't know if it works.
- Know where emergency services are along or near your bus route if you are transporting children with serious medical needs.

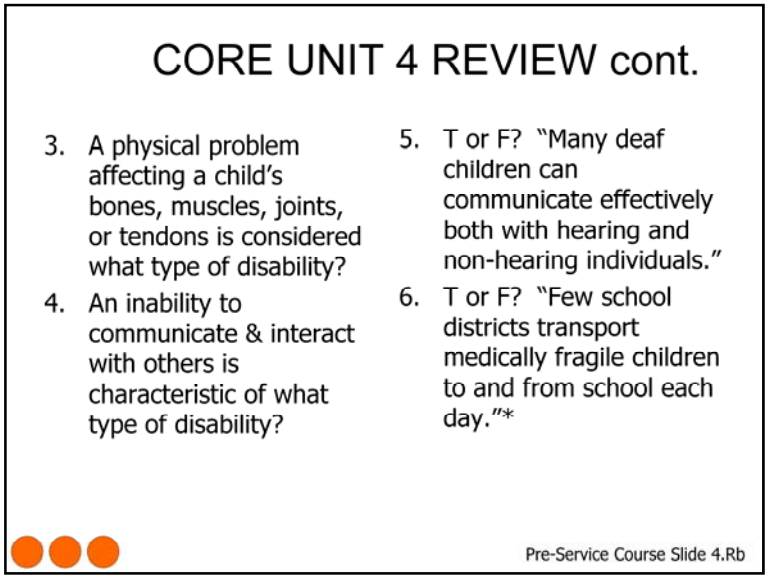

Core Unit 4.5:
Emergency
Concerns
Sample SPECIAL NEEDS RUN
REAR EVACUATION PLAN
Bus #: _____ Route #: _____ Date of plan: _____
Driver: _____
Attendant: _____
***
DRIVER
Front engine fire or front door is unusable
Driver Plan: Driver goes immediately to Tom, cuts wheelchair loose and moves Tom to the lift which he opens, loads Tom on to and lowers using manual controls.
Assists attendant to remove Mary from wheelchair, lower her on to a fire blanket or evacuation aid and take her out back door.
Attendant Plan: Cut Sue from car seat, unbuckle Mary. Get out, lift Sue out and then assist Mary to sit and slide.
Release Claudia and cut George free. Exit bus then assist George and then Claudia to sit and slide out back.
Assists driver to remove Mary from wheelchair, lower her on to a fire blanket or evacuation aid and take her out back door.
EMERGENCY EXIT
SAMPLE PLAN
Pre-Service Course Slide 4.5.1

This is a sample emergency plan. Review the plan with the drivers especially if they will be transporting children with special needs.

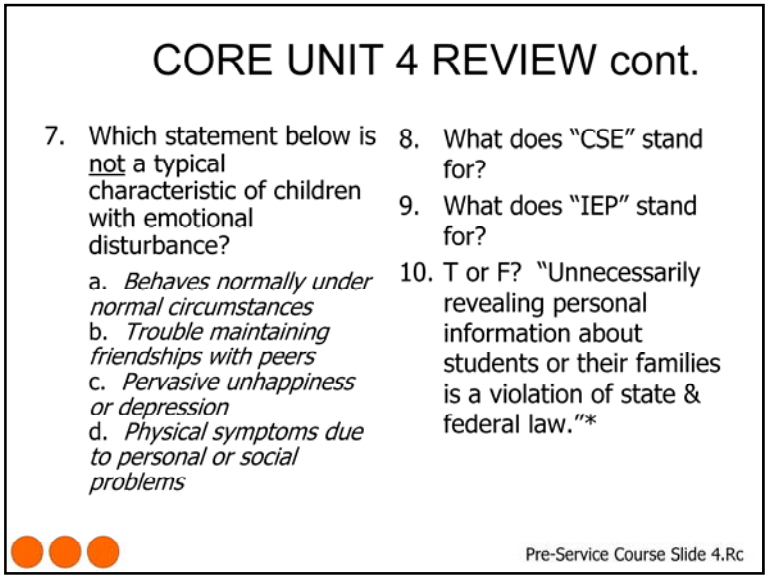

CORE UNIT 4 REVIEW
1. Which statement is not true?
a. Most children with disabilities ride regular school buses
b. Most school bus drivers transport children with special needs
c. With what we know today, transporting children with disabilities has become much simpler
d. A generation ago, children with disabilities seldom went to school
2. Which statement(s) are true?
a. A child with a disability is a child, not a disability
b. Every child, disabled or not, has a unique personality
c. Individual children display a wide spectrum of characteristics & behaviors within each disability category
d. All statements are true*
Pre-Service Course Slide 4.Ra

Have your drivers work on the review questions at the end of the unit for 5-10 minutes, then use these slides to make sure everyone knows the right answers.

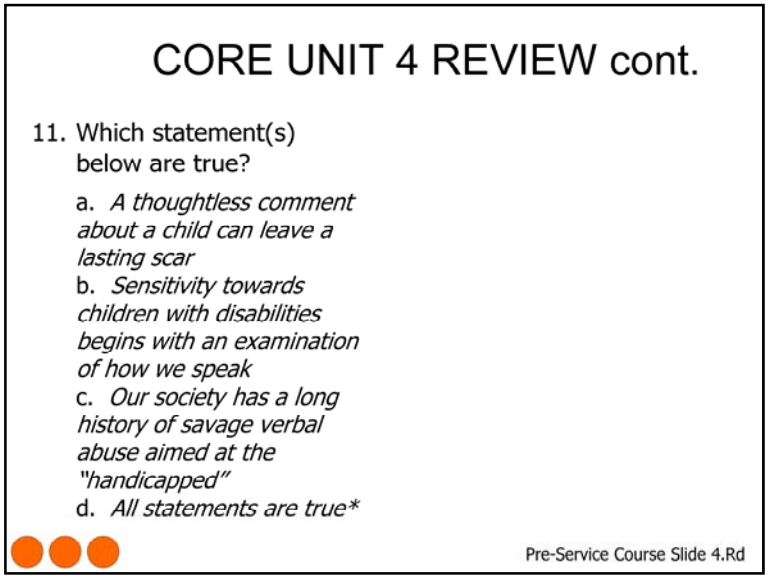
1. c
2. d


CORE UNIT 4 REVIEW cont.
3. A physical problem affecting a child's bones, muscles, joints, or tendons is considered what type of disability?
4. An inability to communicate & interact with others is characteristic of what type of disability?
5. T or F? "Many deaf children can communicate effectively both with hearing and non-hearing individuals."
6. T or F? "Few school districts transport medically fragile children to and from school each day."*
Pre-Service Course Slide 4.Rb

3. Physical disability
4. Mental disability
5. T
6. F


CORE UNIT 4 REVIEW cont.
7. Which statement below is not a typical characteristic of children with emotional disturbance?
a. Behaves normally under normal circumstances
b. Trouble maintaining friendships with peers
c. Pervasive unhappiness or depression
d. Physical symptoms due to personal or social problems
8. What does "CSE" stand for?
9. What does "IEP" stand for?
10. T or F? "Unnecessarily revealing personal information about students or their families is a violation of state & federal law."*
Pre-Service Course Slide 4.Rc

7. a
8. Committee on Special Education
9. Individualized Education Program
10. T

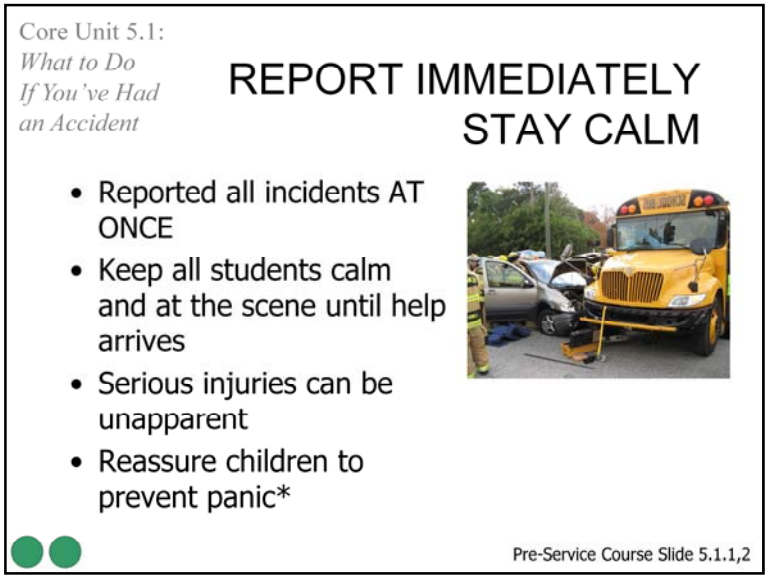

CORE UNIT 4 REVIEW cont.
11. Which statement(s) below are true?
a. A thoughtless comment about a child can leave a lasting scar
b. Sensitivity towards children with disabilities begins with an examination of how we speak
c. Our society has a long history of savage verbal abuse aimed at the "handicapped"
d. All statements are true*
Pre-Service Course Slide 4.Rd

11. d

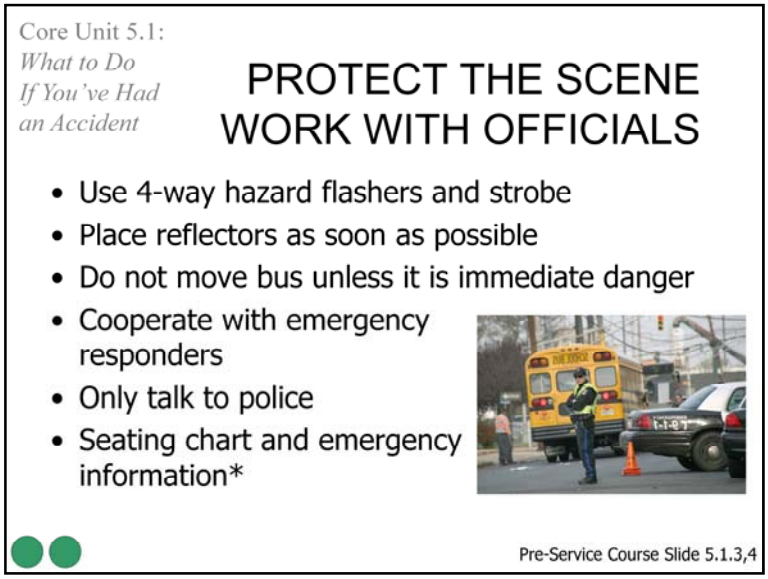
PRE-SERVICE CORE UNIT 5

EMERGENCY PREPAREDNESS

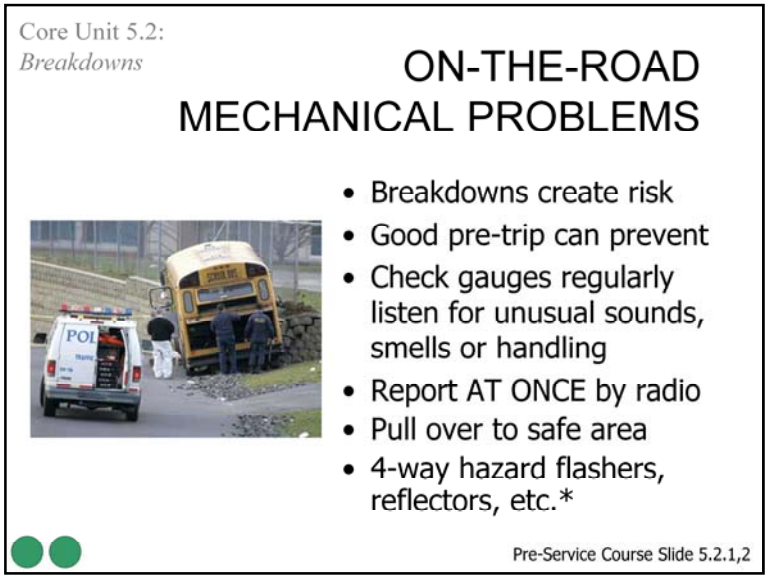
Pre-Service Course Slide 5.W


Core Unit 5.1:
What to Do
If You've Had
an Accident
REPORT IMMEDIATELY
STAY CALM
• Reported all incidents AT ONCE
• Keep all students calm and at the scene until help arrives
• Serious injuries can be unapparent
• Reassure children to prevent panic*
Pre-Service Course Slide 5.1.1,2

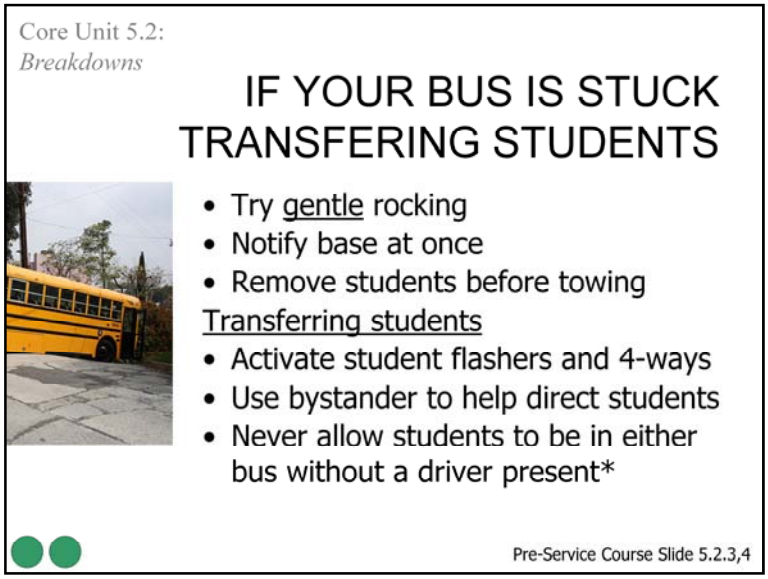
- ALL accidents, crashes, and incidents should be reported AT ONCE from the scene. Any unexpected situation should be reported. Any unreported incident could become a "he said, she said" situation a few days later and there is no documentation.
- Always keep students, including apparently uninjured students, at the scene until help arrives. Students should only leave with emergency medical personnel. Try to persuade parents not to take their children before your supervisor arrives.
- Even after a minor incident, calming children can be a challenge.
- What seems "minor" at first may be more serious.
- Children can panic if they think someone is hurt.
- Children pick up quickly on adult emotions – reassure them that "everything is OK" even if you're not sure it is.


Core Unit 5.1:
What to Do
If You've Had
an Accident
PROTECT THE SCENE
WORK WITH OFFICIALS
• Use 4-way hazard flashers and strobe
• Place reflectors as soon as possible
• Do not move bus unless it is immediate danger
• Cooperate with emergency responders
• Only talk to police
• Seating chart and emergency information*
Pre-Service Course Slide 5.1.3,4

- A disabled bus could be struck by another vehicle.
- Use 4-way hazard flashers and strobe light to alert motorists.
- Place reflectors as soon as possible.
- Do not move bus unless it is immediate danger.
- Cooperate with emergency responders – let them do their jobs.
- Only talk to police or emergency responders at the scene. Do not discuss or admit guilt.
- Provide them with an accurate seating chart and any emergency student information (for students with special needs).


Core Unit 5.2:
Breakdowns
ON-THE-ROAD
MECHANICAL PROBLEMS
• Breakdowns create risk
• Good pre-trip can prevent
• Check gauges regularly listen for unusual sounds, smells or handling
• Report AT ONCE by radio
• Pull over to safe area
• 4-way hazard flashers, reflectors, etc.*
Pre-Service Course Slide 5.2.1,2

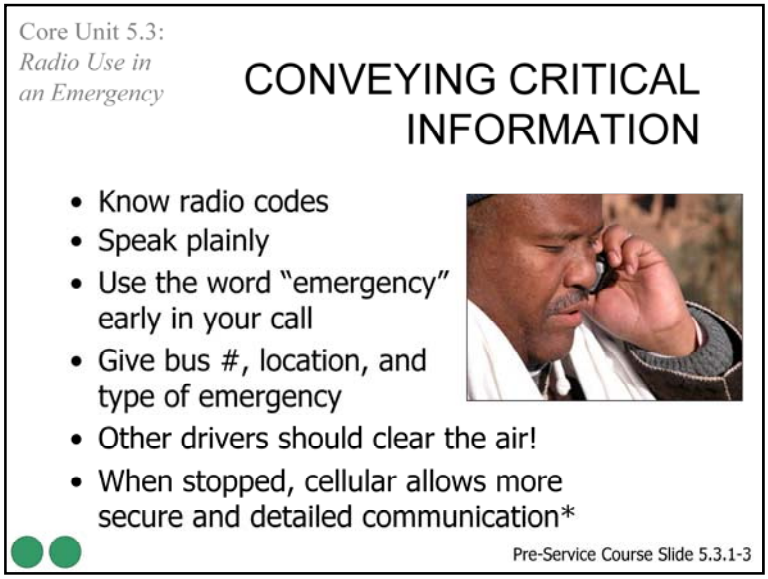
- Breakdowns expose students to increased risk.
- A good pre-trip can prevent a breakdown.
- Check gauges regularly while driving.
- Stay alert for unfamiliar sounds, smells, or vehicle handling.
- Report any unusual symptoms AT ONCE by radio.
    - When transporting children, even a “minor” incident can quickly become serious.
    - In a severe incident, getting help fast could mean the difference between life and death.
    - Contact base or 911 AT ONCE in any type of school bus emergency.
- Pull over to safe area as soon as you suspect a mechanical problem
- Protect the bus with 4-way hazard flashers, etc..


Core Unit 5.2:
Breakdowns
IF YOUR BUS IS STUCK
TRANSFERING STUDENTS
• Try gentle rocking
• Notify base at once
• Remove students before towing
Transferring students
• Activate student flashers and 4-ways
• Use bystander to help direct students
• Never allow students to be in either bus without a driver present*
Pre-Service Course Slide 5.2.3,4

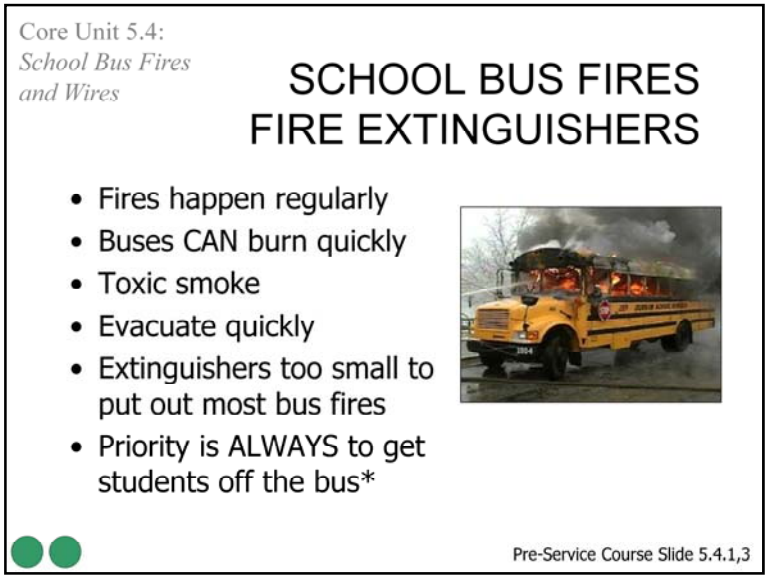
- "It can happen" – even experienced school bus drivers get stuck at times.
- If gentle rocking can't get you out, don't keep trying.
- Notify base at once.
- If you must be towed out, remove students first UNLESS severe weather or other unusual hazards make it safer to keep them on board.

Transferring students:

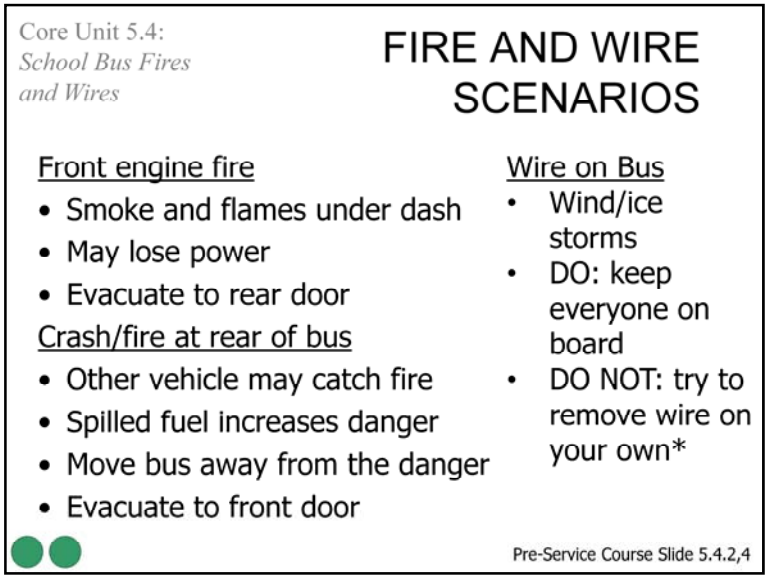
- Activate student flashers and 4-way hazard flashers.
- Younger students should buddy up to move between buses.
- Use a Good Samaritan bystander to help direct students.
- Never allow students to be in either bus without a driver on board.


Core Unit 5.3:
Radio Use in an Emergency
CONVEYING CRITICAL INFORMATION
Know radio codes
Speak plainly
Use the word "emergency" early in your call
Give bus #, location, and type of emergency
Other drivers should clear the air!
When stopped, cellular allows more secure and detailed communication*
Pre-Service Course Slide 5.3.1-3

- Know your operation's emergency radio codes, if any.
- Plain speaking is usually best in an emergency.
- Use the word "emergency" early in your call.
- Give bus #, location, and type of emergency.
- Avoid giving too much information, such as student names or injury severity, over an open radio frequency.
- Other drivers should clear the air!
- Using a cell phone while driving is dangerous and against the law.
- But... in an emergency, once the bus is stopped a cell phone allows more secure and detailed communication.


Core Unit 5.4:
School Bus Fires and Wires
SCHOOL BUS FIRES
FIRE EXTINGUISHERS
Fires happen regularly
Buses CAN burn quickly
Toxic smoke
Evacuate quickly
Extinguishers too small to put out most bus fires
Priority is ALWAYS to get students off the bus*
Pre-Service Course Slide 5.4.1,3

- They occur more often than is commonly thought
- There are many possible causes including electrical, fuel, tires and vandalism.
- Buses CAN burn very quickly – the bus can fill with toxic smoke in two minutes or less.
- Evacuate quickly if there's any indication of fire.
- Fire extinguishers are too small to put out most bus fires
- Bus driver's priority is ALWAYS to get students off the bus quickly and safely. Always protect students before property.


Core Unit 5.4:
School Bus Fires and Wires
FIRE AND WIRE SCENARIOS
Front engine fire
• Smoke and flames under dash
• May lose power
• Evacuate to rear door
Crash/fire at rear of bus
• Other vehicle may catch fire
• Spilled fuel increases danger
• Move bus away from the danger
• Evacuate to front door
Wire on Bus
• Wind/ice storms
• DO: keep everyone on board
• DO NOT: try to remove wire on your own*
Pre-Service Course Slide 5.4.2,4

Front engine fire

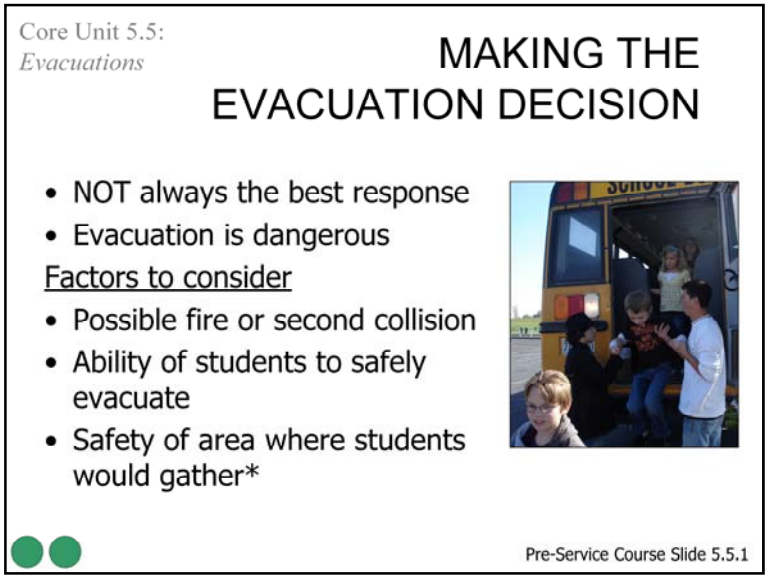
- Smoke and flames may emerge near driver.
- The bus may lose electrical power and/or vehicle controls.
- Evacuate from rear door.

Crash/fire at rear of bus

- Other vehicle may catch fire even if little damage to bus.
- Spilled fuel can increase danger.
- It may be possible to move bus away from the danger.
- Evacuate from front door.

Wire on Bus

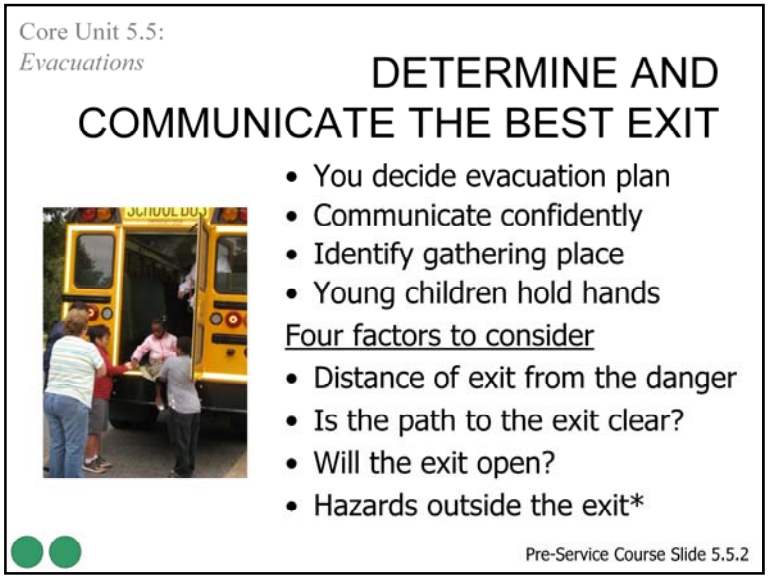
- Not uncommon
- Are caused by low-hanging or fallen wires in wind/ice storms.
- DO: keep everyone on board, call base or 911.
- DO NOT: try to remove wire on your own.
- If the bus must be evacuated (wire and fire), you must jump from the bus to the ground or throw children to someone outside the bus, never touching the bus and the ground at the same time.


Core Unit 5.5:
Evacuations
MAKING THE EVACUATION DECISION
• NOT always the best response
• Evacuation is dangerous
Factors to consider
• Possible fire or second collision
• Ability of students to safely evacuate
• Safety of area where students would gather*
Pre-Service Course Slide 5.5.1

- Evacuation is NOT always the best response to an emergency because children can stray away once outside the bus.
- Evacuation is dangerous itself. Children can be injured using emergency exits.

Factors to consider

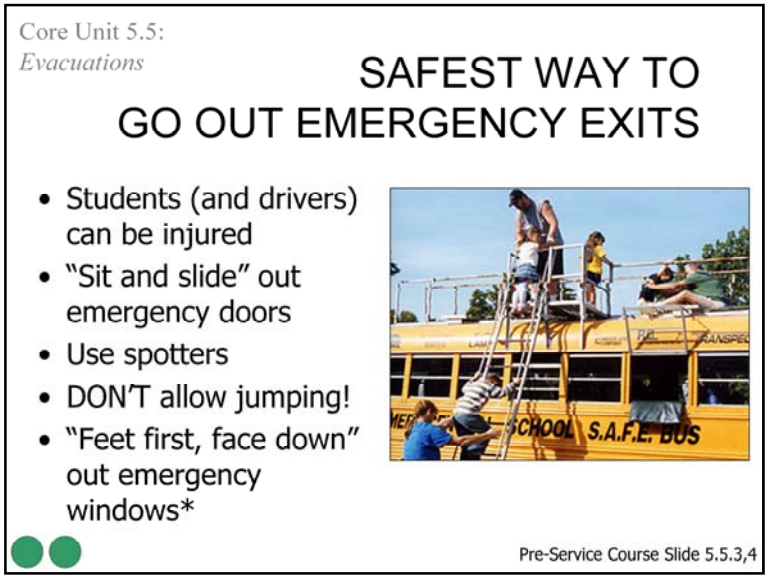
- Is fire or second collision a possibility?
- What is the ability of students to safely evacuate?
- Hoe safe is the area where students would gather?


Core Unit 5.5:
Evacuations
DETERMINE AND COMMUNICATE THE BEST EXIT
• You decide evacuation plan
• Communicate confidently
• Identify gathering place
• Young children hold hands
Four factors to consider
• Distance of exit from the danger
• Is the path to the exit clear?
• Will the exit open?
• Hazards outside the exit*
Pre-Service Course Slide 5.5.2

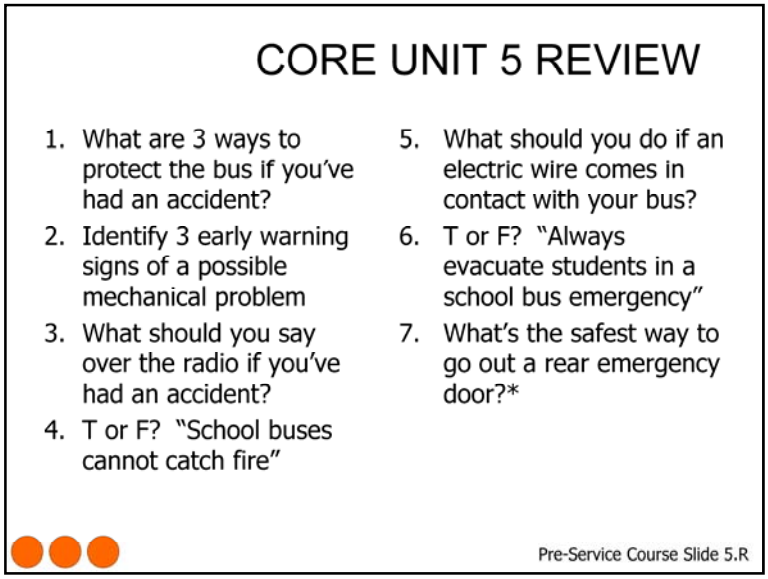
- IF evacuation is called for, it is YOUR responsibility to direct students to the best exit for the specific emergency you are dealing with.
- Communicate your evacuation decision confidently to your students.
- Before beginning the evacuation, tell students exactly where to gather once they're off the bus.
- Students must stay together - young students should hold hands.
- Make an accurate passenger list as soon as possible.
- Don't forget about using the regular passenger door for evacuation!

Four factors to consider

- Distance of exit from the danger
- Is the path to the exit clear?
- Will the exit open?
- Are there hazards outside the exit?


Core Unit 5.5:
Evacuations
SAFEST WAY TO
GO OUT EMERGENCY EXITS
• Students (and drivers) can be injured
• "Sit and slide" out emergency doors
• Use spotters
• DON'T allow jumping!
• "Feet first, face down" out emergency windows*
SCHOOL S.A.F.E. BUS
Pre-Service Course Slide 5.5.3,4

- Students (and drivers) can be hurt if they don't go out exits correctly.
- "Sit and slide" out emergency doors.
- Use spotters and DON'T allow jumping!
- Exit "Feet first, face down" out emergency windows.
- Photo is the Maine-Endwell CSD Transportation Association's Safe Bus.


CORE UNIT 5 REVIEW
1. What are 3 ways to protect the bus if you've had an accident?
2. Identify 3 early warning signs of a possible mechanical problem
3. What should you say over the radio if you've had an accident?
4. T or F? "School buses cannot catch fire"
5. What should you do if an electric wire comes in contact with your bus?
6. T or F? "Always evacuate students in a school bus emergency"
7. What's the safest way to go out a rear emergency door?*
Pre-Service Course Slide 5.R

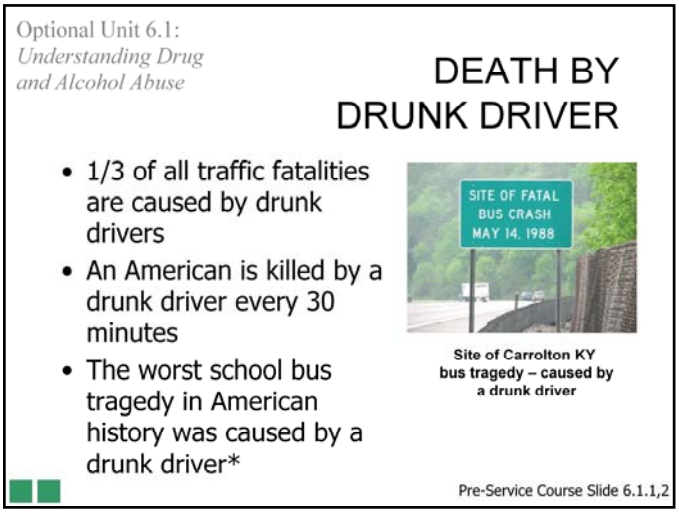
Have your drivers work on the review questions at the end of the unit for 5-10 minutes, then use these slides to make sure everyone knows the right answers.

1. Activate 4-ways and strobe, place reflectors, move the bus if necessary
2. Unusual sounds, smells, vibrations, gauge readings
3. Bus #, location and Emergency type
4. F
5. Stay in the bus
6. F
7. Sit and slide

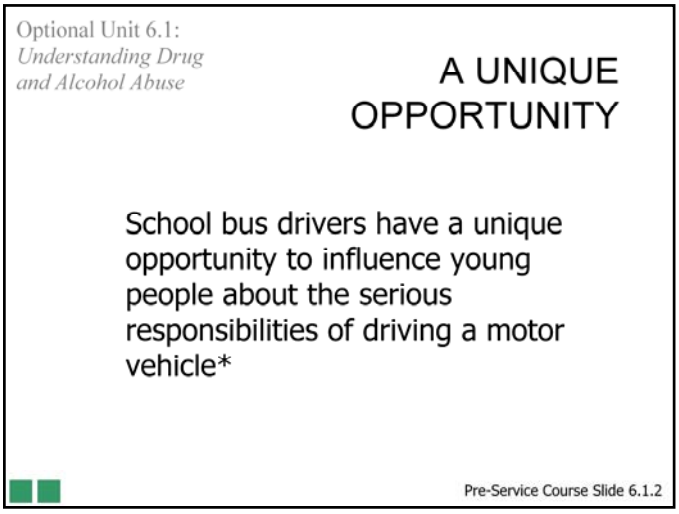
PRE-SERVICE
OPTIONAL UNIT 6

DRUGS AND ALCOHOL
AND SCHOOL BUS SAFETY

Pre-Service Course Slide 6.W

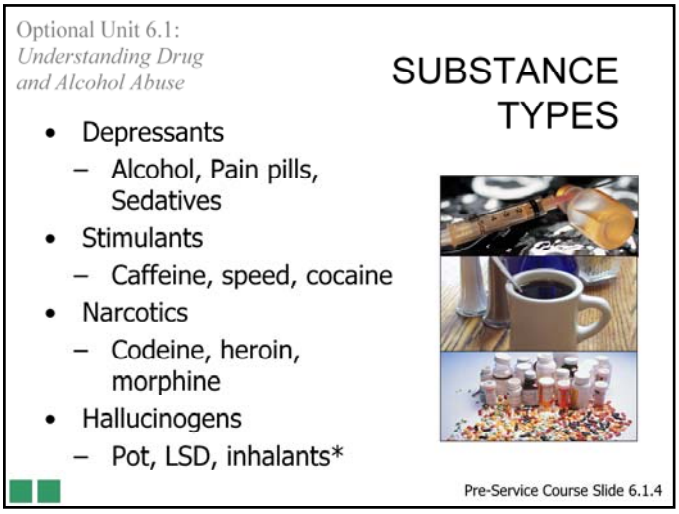

Optional Unit 6.1:
Understanding Drug and Alcohol Abuse
DEATH BY DRUNK DRIVER
• 1/3 of all traffic fatalities are caused by drunk drivers
• An American is killed by a drunk driver every 30 minutes
• The worst school bus tragedy in American history was caused by a drunk driver*
SITE OF FATAL BUS CRASH MAY 14, 1988
Site of Carrolton KY bus tragedy – caused by a drunk driver
Pre-Service Course Slide 6.1.1,2

- The Carrollton, Kentucky crash claimed 27 lives when a drunk driver on the wrong side on an interstate struck a school bus and caught the bus on fire.

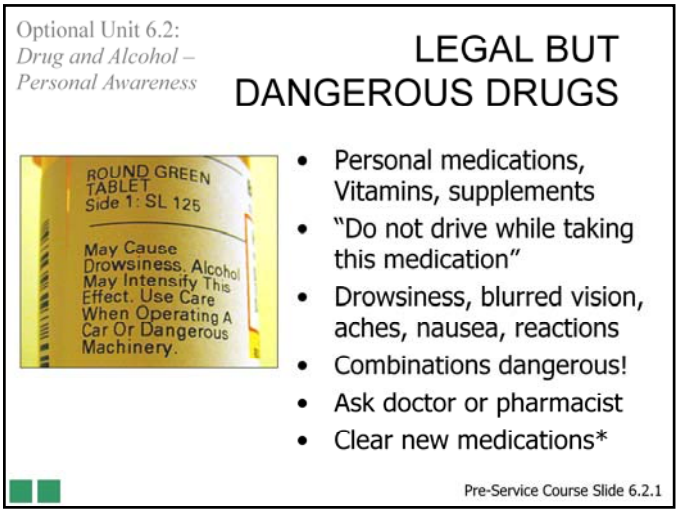

Optional Unit 6.1:
Understanding Drug and Alcohol Abuse
A UNIQUE OPPORTUNITY
School bus drivers have a unique opportunity to influence young people about the serious responsibilities of driving a motor vehicle*
Pre-Service Course Slide 6.1.2

- School bus drivers are awesome role models.

- School bus drivers need to be able to recognize drunk drivers on the road with them. The possibility that a nighttime driver exhibiting each of these behaviors has a BAC of .10 or more is described in the Trainee Manual. Give these drivers plenty of space!



- Discuss effects on driving for each substance type outlined in Trainee Manual.



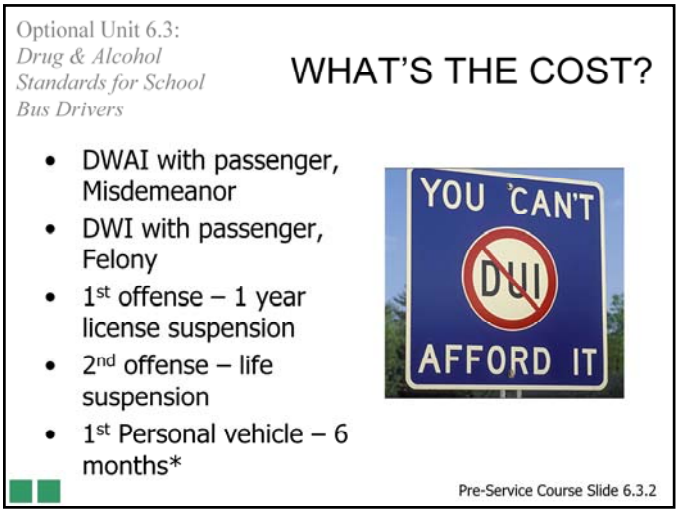
- Inform all your doctors, including the one administering your bus driver physical, of all your medications as well as any vitamins or supplements that you take.
- Read medicine literature carefully. If it says that it might make you drowsy ro should be taken while driving or operating machinery, don't take it and drive school bus.
- Drowsiness, blurred vision, aches, nausea, and other unexpected reactions can be side effects of over-the-counter or prescribed medicines and any of these in combination can create totally unexpected effects.
- Ask your doctor or pharmacist about possible reactions to your drugs in combination.
- Clear any new medications though the school doctor before taking them and driving children.

Optional Unit 6.2:
Drug and Alcohol –
Personal Awareness
PROTECT YOURSELF
PROTECT the CHILDREN
You are a bus driver 24/7
• Personal DWAI/DWI = Disqualified
It doesn't matter
• Report co-workers
• Protect children
• Coordination, vision, attention, fatigue, slurred speech, red eyes, lying*
Alfred, NY Wild, drunken ride, caught on tape. Bus driver has been sentenced to 90 days in jail for being drunk behind the wheel, during the harrowing trip that was captured on the vehicle's surveillance video.
Pre-Service Course Slide 6.2.2-3

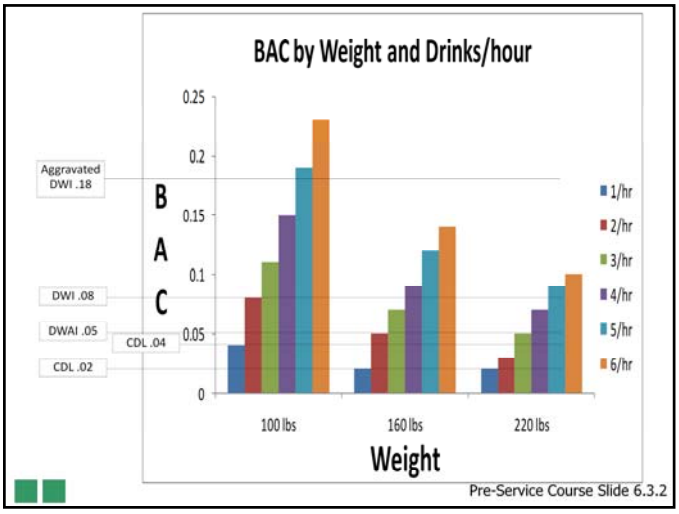
- The situation noted with the photo is a very scary story about a bus driver drunk on the job. As professional drivers, you need to report anything that could put children at risk – even a colleague.

Optional Unit 6.3:
Drug and Alcohol Standards for Bus Drivers
New York Laws and Regulations
"Drivers shall not drink any liquid that might impair the safe operation" NYS SED
"Nor shall any person be permitted to drive when under the influence of any liquor or drug" NYS DOT
"No person shall consume a drug or intoxicating liquor or be under its influence within six hours" NYS DMV*
Pre-Service Course Slide 6.3.1

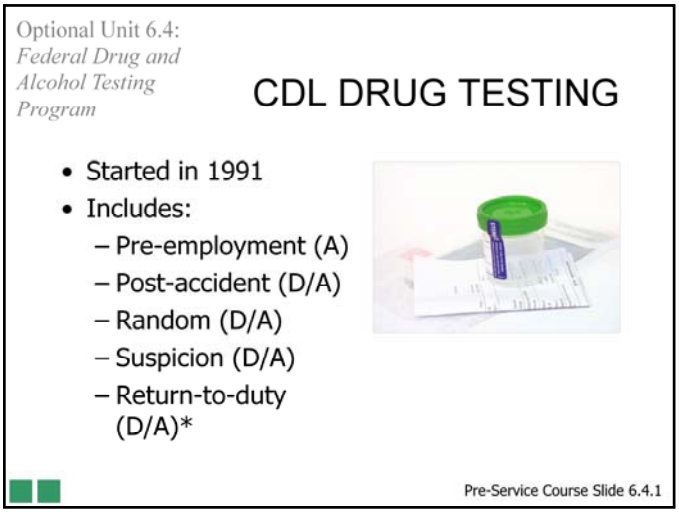
- Fuller language for these laws and regulations is in the Trainee Manual.


Optional Unit 6.3:
Drug & Alcohol Standards for School Bus Drivers
WHAT'S THE COST?
DWAI with passenger, Misdemeanor
DWI with passenger, Felony
1st offense – 1 year license suspension
2nd offense – life suspension
1st Personal vehicle – 6 months*
YOU CAN'T
DUI
AFFORD IT
Pre-Service Course Slide 6.3.2

- The DWAI and DWI also come with steep fines and possible jail time.



- The graphs show BAC levels for individuals weighing 100, 160 and 220 pounds when they drink a certain number of drinks per hour. Even a 220 pond person cannot drink one drink per hour and avoid removal from duty.
- Review the different standards that come into play with personal vehicles and buses.
- DMV: Aggravated DWI .18 BAC, DWI .08 BAC, DWAI .05 BAC
- FMCSA: Removed from safety sensitive position for the day .02 BAC, Suspended for a year .04 BAC



- Tests are identified as Alcohol only (A) or both drug and alcohol ((D/A)

Optional Unit 6.4:
Federal Drug and Alcohol Testing Program

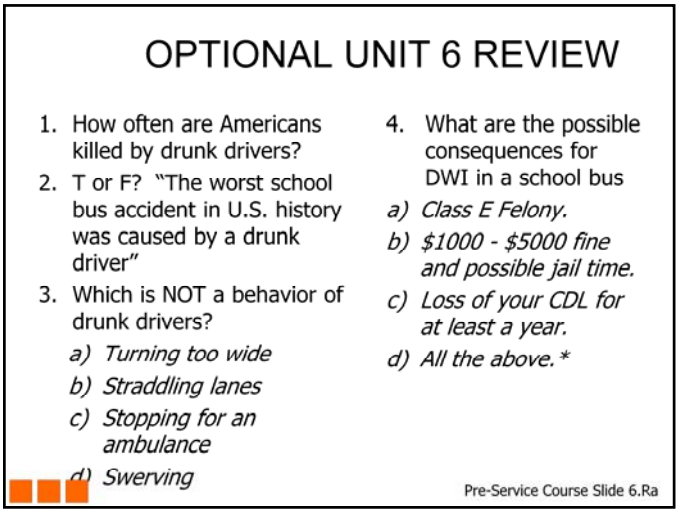
TESTING PROTOCOLS

- "Implied consent"
- "Split samples"
- Urine test for drugs
- Breath test for alcohol
- You may be tested whenever you are on duty
- Avoid drinking large quantities of liquids (diluting sample)

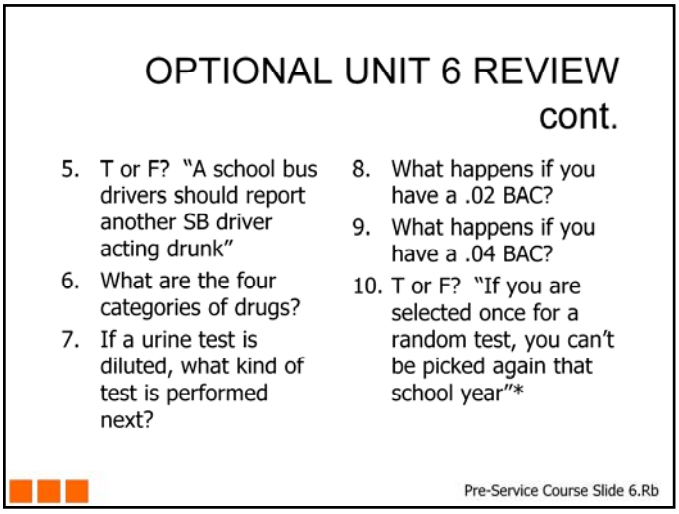
Tests for:

- Alcohol
- Marijuana
- Cocaine
- Amphetamine
- Opiates
- PCP*

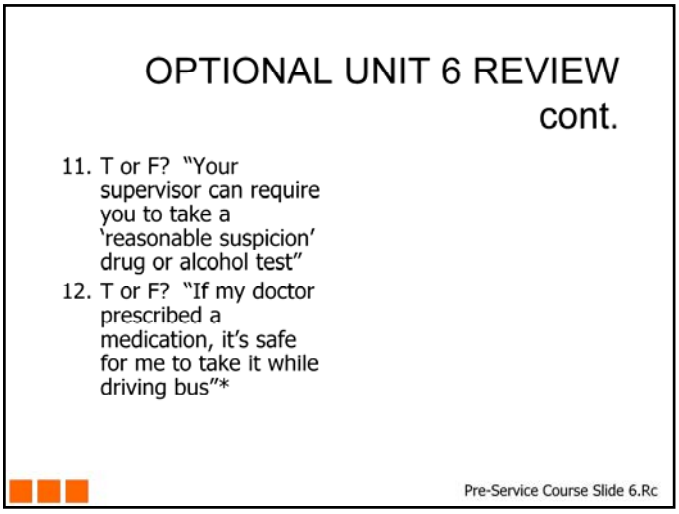
Pre-Service Course Slide 6.4.2


OPTIONAL UNIT 6 REVIEW
1. How often are Americans killed by drunk drivers?
2. T or F? "The worst school bus accident in U.S. history was caused by a drunk driver"
3. Which is NOT a behavior of drunk drivers?
a) Turning too wide
b) Straddling lanes
c) Stopping for an ambulance
d) Swerving
4. What are the possible consequences for DWI in a school bus
a) Class E Felony.
b) $1000 - $5000 fine and possible jail time.
c) Loss of your CDL for at least a year.
d) All the above.*
Pre-Service Course Slide 6.Ra

1. Once every 30 minutes
2. T
3. c
4. d


OPTIONAL UNIT 6 REVIEW cont.
5. T or F? "A school bus drivers should report another SB driver acting drunk"
6. What are the four categories of drugs?
7. If a urine test is diluted, what kind of test is performed next?
8. What happens if you have a .02 BAC?
9. What happens if you have a .04 BAC?
10. T or F? "If you are selected once for a random test, you can't be picked again that school year"*
Pre-Service Course Slide 6.Rb

5. T
6. Depressants, stimulants, narcotics, hallucinogens
7. Another test with direct observation
8. Removed from safety-sensitive duties
9. Lose license for a year, 1st offense – loss license for life, 2nd offense
10. F


OPTIONAL UNIT 6 REVIEW
cont.
11. T or F? "Your supervisor can require you to take a 'reasonable suspicion' drug or alcohol test"
12. T or F? "If my doctor prescribed a medication, it's safe for me to take it while driving bus"*
Pre-Service Course Slide 6.Rc

11. T
12. F

PRE-SERVICE
OPTIONAL UNIT 7

PERSONAL SAFETY

Pre-Service Course Slide 7.W

Optional Unit 7.1:
Handling the Stress of the Job

SCHOOL BUS STRESSORS

- Student behavior problems
- Irresponsible motorists
- Difficult weather conditions
- Worrying about injuring a child
- Cliques, low morale among co-workers
- Which one stresses YOU out the most?*

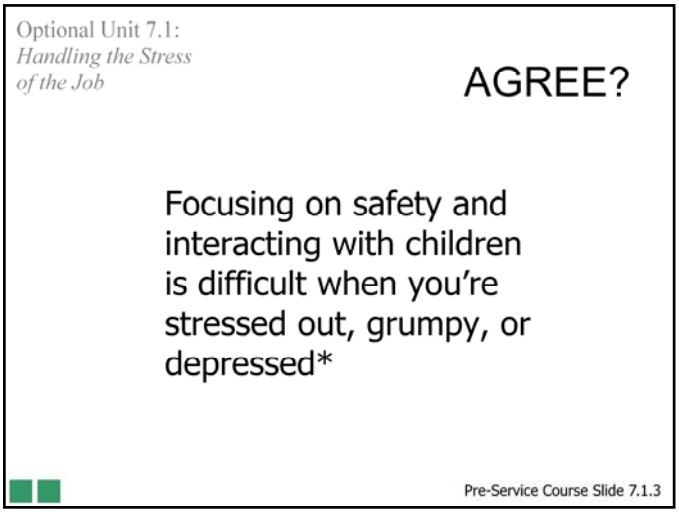
Pre-Service Course Slide 7.1.1

Optional Unit 7.1:
Handling the Stress of the Job

LIFE CAN BE STRESSFUL EVEN WHEN YOUR JOB IS GOING WELL

- Family problems
- Marital tension
- Financial worries
- Health worries
- Loneliness
- ????*

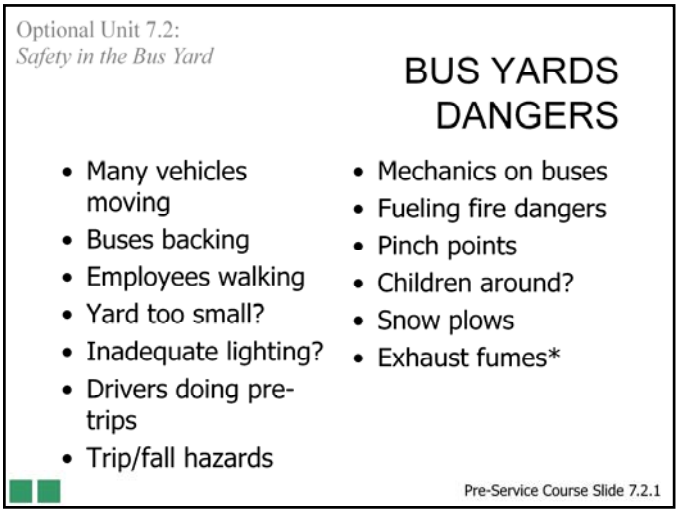
Pre-Service Course Slide 7.1.2


Optional Unit 7.1:
Handling the Stress
of the Job
AGREE?
Focusing on safety and interacting with children is difficult when you're stressed out, grumpy, or depressed*
Pre-Service Course Slide 7.1.3

- Lead a discussion of the types of stressors drivers experience and how they can affect work performance, especially safety.

YOU ARE IMPORTANT

- Attend to your physical being
- Watch your driving posture
- Walk
- Have a hobby
- Reach out to positive people
- Get to know successful bus drivers*



- Many vehicles moving around the yard at same time.
- Buses backing – beepers become background noise and are ignored.
- Employees walking between cars and office and buses.
- Yard too small?
- Inadequate lighting?
- Drivers doing pre-trips.
- Are there trip/fall hazards from poor yard surfaces?
- Mechanics working on or moving buses – how do mechanics indicate that a bus is being worked on so it doesn't get pulled out?
- Fire dangers while fueling and congestion at fuel station at times
- Children around? Do bus staff children come into the lot or children walking through lot on the way to school?
- Snow plows create seasonal dangers.
- Exhaust fumes are a know carcinogen. Idling must be minimized.

Optional Unit 7.2:
Safety in the Bus Yard

BUS YARD **DON'TS**

- **Don't** walk directly behind parked buses
- **Don't** walk while doing something else
- **Don't** move bus while distracted in any way
- **No** horseplay
- **No** unsupervised children*

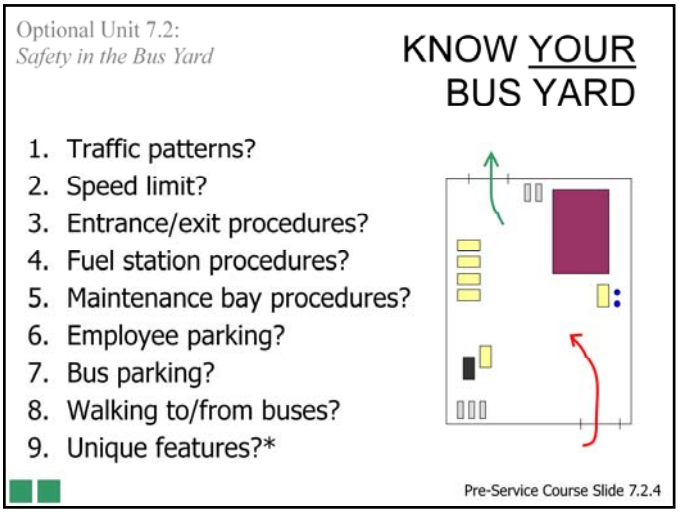
Pre-Service Course Slide 7.2.2

Optional Unit 7.2:
Safety in the Bus Yard

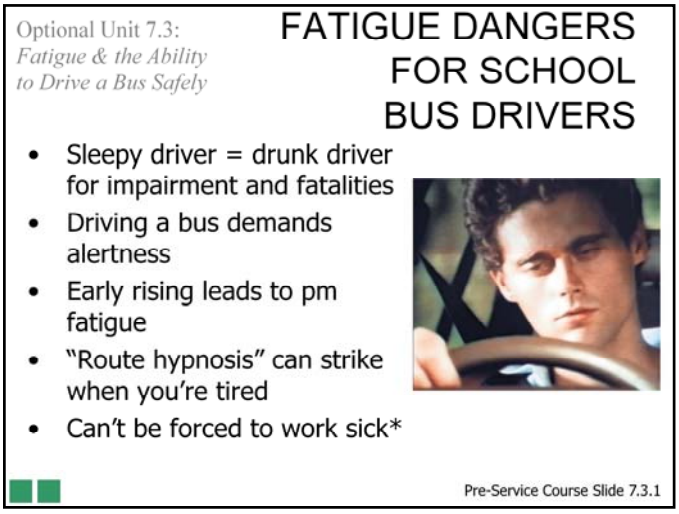
SEVEN BUS YARD **DO'S**

1. Stay alert at all times
2. Drive slowly at all times
3. Stay visible in low light
4. Safe footwear
5. Alert others before backing
6. Secure your bus whenever you park it
7. Don't stop your bus behind other buses*

Pre-Service Course Slide 7.2.3



- As a new driver it is important to “learn the ropes” in your organization. Understanding the traffic flow, the fueling guidelines, parking requirements and one-ways will help you successfully negotiate this difficult territory.


Optional Unit 7.3:
Fatigue & the Ability to Drive a Bus Safely
FATIGUE DANGERS FOR SCHOOL BUS DRIVERS
• Sleepy driver = drunk driver for impairment and fatalities
• Driving a bus demands alertness
• Early rising leads to pm fatigue
• "Route hypnosis" can strike when you're tired
• Can't be forced to work sick*
Pre-Service Course Slide 7.3.1

- The need for sleep is a powerful human drive.
- A sleepy driver is as impaired as a drunk driver.
- Drowsy drivers cause as many traffic fatalities as drunk drivers.
- Effects of fatigue on driving mimic the effects of alcohol in many ways.
- Driving school bus is too demanding to attempt when less than fully alert.
- At a bus stop, an inability to concentrate due to fatigue could result in a tragedy.
- Few adults get enough sleep - most school bus drivers get up early.
- "Route hypnosis" can strike when you're tired & driving the same route day after day.
- You cannot be forced to work when you believe that your fatigue or illness make you an unsafe driver. (V&T 509 k).

Optional Unit 7.3:
Fatigue & the Ability to Drive a Bus Safely
LEGAL REQUIREMENTS
It is against the law to...
• Drive more than 10 hours in one day
• Be on duty for more than 15 hours in one day
• Drive your bus without 8 hours of rest
You must...
• Have certificate on file in lieu of log*
LOG BOOK
Pre-Service Course Slide 7.3.3

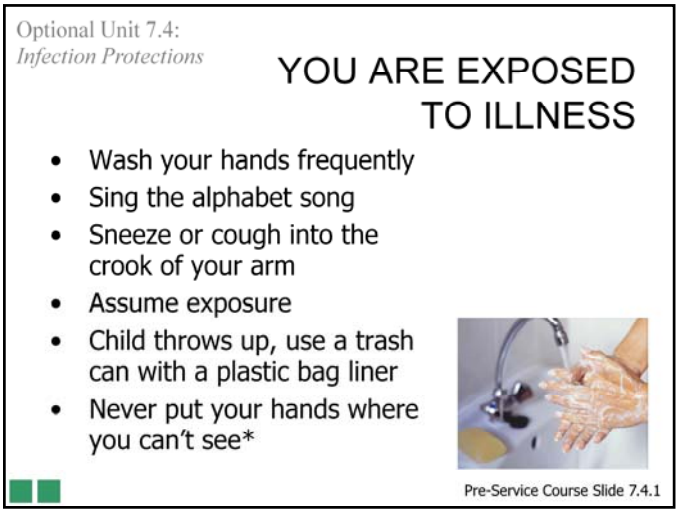
It is against the law to…

- Drive school bus more than 10 hours in one day.
- Be on duty – responsible for the bus even if it's parked - for more than 15 hours in one day.
- Drive school bus if you haven't had at least 8 hours of rest since your last tour of duty.

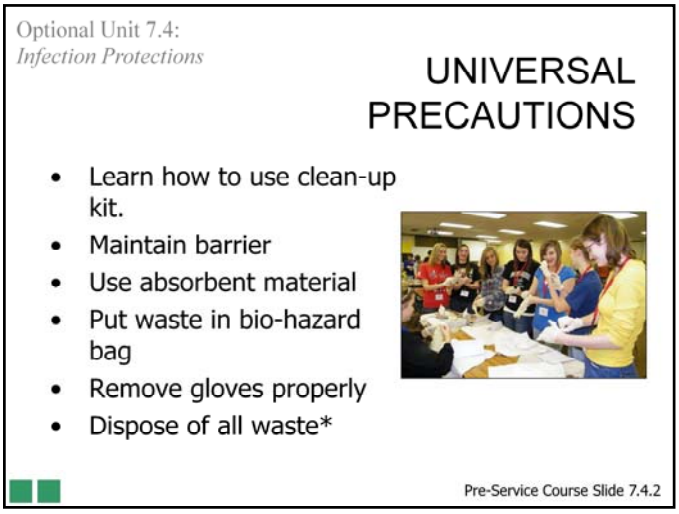
You must…

- You must have a certificate on file in lieu of a logbook for drivers who operate within a 100 mile air radius.

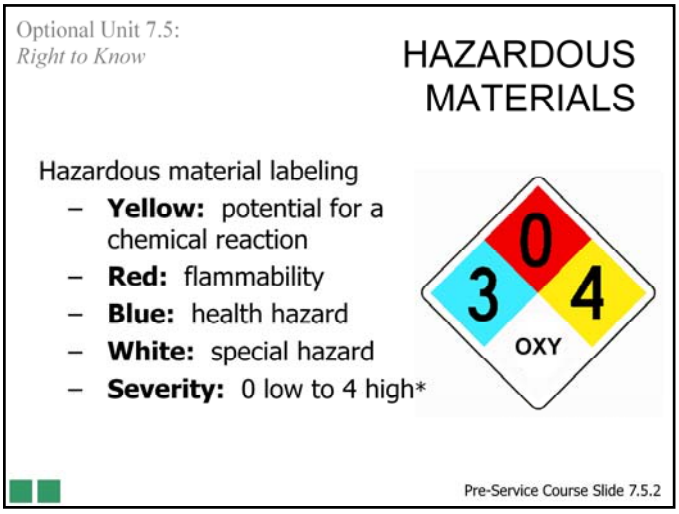
- There are intricacies to this law that you will probably not get into here, but may come up in conversation. The specifics are listed in DOT Regulations 17 NYCRR Part 723. These regulations exempt hours spent on non-driving employment from these regulations for school bus drivers. They do not exempt driving employment. What this means is that if a school bus driver has a second job that includes driving, such as driving motorcoach trips on the weekend, those hours must all be counted together to determine if a person is eligible to drive on a given day.


Optional Unit 7.4:
Infection Protections
YOU ARE EXPOSED TO ILLNESS
Wash your hands frequently
Sing the alphabet song
Sneeze or cough into the crook of your arm
Assume exposure
Child throws up, use a trash can with a plastic bag liner
Never put your hands where you can't see*
Pre-Service Course Slide 7.4.1

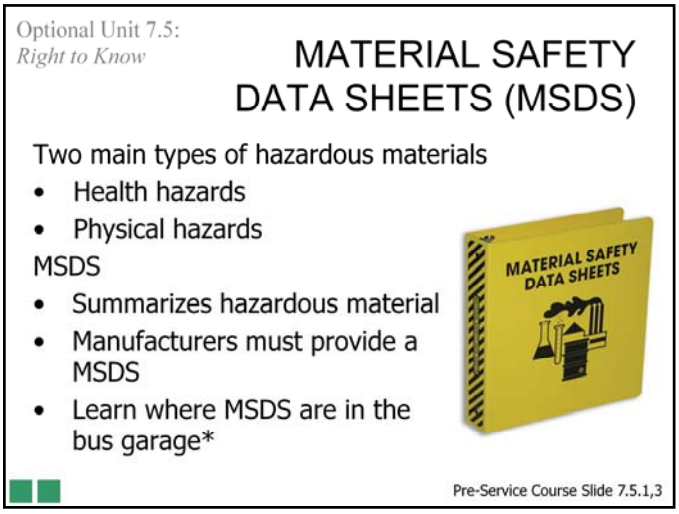
- Anyone working around children is exposed to illness , so constant awareness is key.
- Wash your hands frequently and well. The recommendation is to wash your hands for 20 seconds or as long as it takes you to sing the abc's (a.k.a. the Alphabet Song).
- Sneeze or cough into the crook of your arm, not your hands.
- Always assume that the child or fluids that you are touching are infected.
- If a child is nauseous on your bus, use a trash can with a plastic bag liner.
- Never put your hands where you can't see. Used needles or other infected items can be in trash cans or stuck in seat bight.



- Practice universal precautions – ALWAYS wear protective gloves around body fluids.
- Maintain a barrier between yourself and fluids in all circumstances. The barrier can be gloves, plastic bags, masks or in a less perfect situation clothing, paper towels, or newspaper.
- If there are significant fluids, use absorbent material to control the fluids before cleaning them up.
- Grab the palm of one glove and pull it off, wadding it up in the gloved hand.
- Slip a finger on your bare hand under the edge of the other glove and pull it off inside out with the first glove held inside.
- Dispose of all potentially contaminated waste and wash hands thoroughly.



- **Yellow:** potential for a chemical reaction
- **Red:** flammability
- **Blue:** health hazard
- **White:** special hazard ("oxy" = oxidizer, increases rate of combustion of other materials)
- **Severity:** 0 low to 4 high
- Understanding these markings would allow a driver to report the codes after a crash to assist emergency responders to control the scene.


Optional Unit 7.5:
Right to Know
MATERIAL SAFETY DATA SHEETS (MSDS)
Two main types of hazardous materials
• Health hazards
• Physical hazards
MSDS
• Summarizes hazardous material
• Manufacturers must provide a MSDS
• Learn where MSDS are in the bus garage*
MATERIAL SAFETY DATA SHEETS
Pre-Service Course Slide 7.5.1,3

Two main types of hazardous materials

1. Health hazards (poisons, corrosives, irritants, carcinogens) can damage your health – exposure can occur by inhaling, ingesting, or direct contact with skin
2. Physical hazards – danger of fire or explosion

Certain information is required by OSHA to be on the MSDS. Sections VI and VII, Health Hazard data and Precautions to be taken for safe handling and use are the ones bus drivers would be most interested in reading.

Section I IDENTITY *(As Used on Label and List)*
Manufacturer's Name Emergency Telephone Number, Address *(Number, Street, City, State, and ZIP Code)* Telephone Number for Information, Date Prepared

Section II - Hazardous Ingredients/Identity Information
Hazardous Components (Specific Chemical Identity; Common Name(s)) OSHA PEL ACGIH TLV Other Limits Recommended %*(optional)*

Section III - Physical/Chemical Characteristics
Boiling Point Specific Gravity (H_2O = 1), Vapor Pressure (mm Hg), Melting Point, Vapor Density (AIR = 1); Evaporation Rate; (Butyl Acetate = 1); Solubility in Water; Appearance and Odor

Section IV - Fire and Explosion Hazard Data
Flash Point (Method Used) Flammable Limits LEL, UEL, Extinguishing Media, Special Fire Fighting Procedures, Unusual Fire and Explosion Hazards

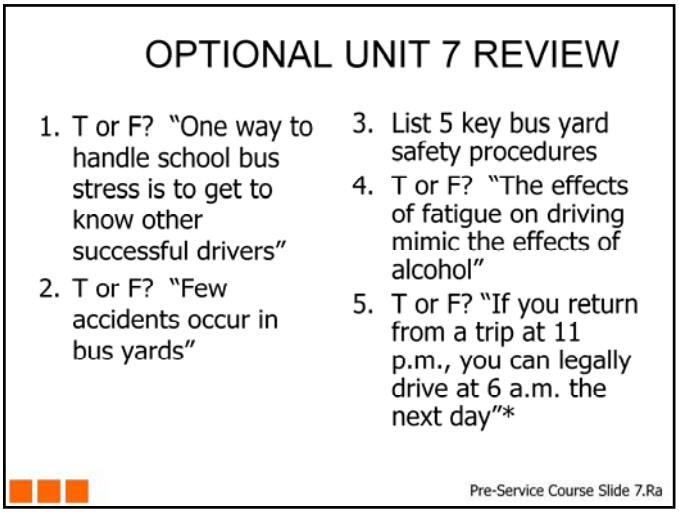
Section V - Reactivity Data
Stability Unstable, Conditions to Avoid, Stable, Incompatibility *(Materials to Avoid),* Hazardous Decomposition or Byproducts, Hazardous Polymerization May Occur, Conditions to Avoid, Will Not Occur

Section VI - Health Hazard Data
Route(s) of Entry: Inhalation? Skin? Ingestion? Health Hazards *(Acute and Chronic),* Carcinogenicity: NTP? IARC Monographs? OSHA Regulated?, Signs and Symptoms of Exposure, Medical Conditions, Generally Aggravated by Exposure, Emergency and First Aid Procedures

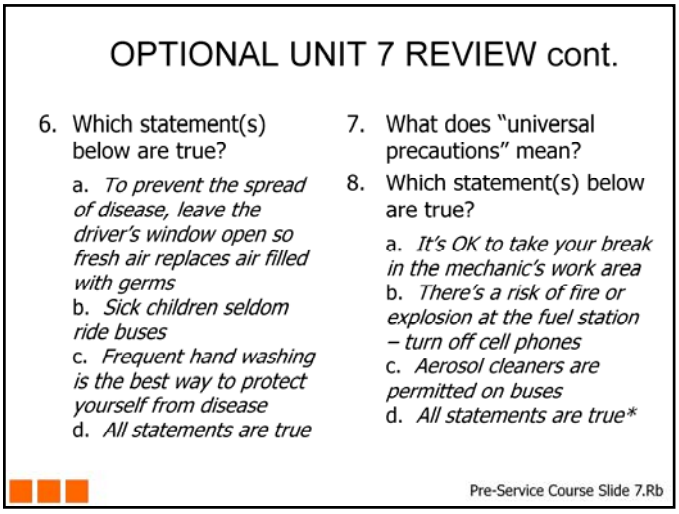
Section VII - Precautions for Safe Handling and Use
Steps to Be Taken in Case Material is Released or Spilled, Waste Disposal Method, Precautions to Be taken in Handling and Storing, Other Precautions

Optional Unit 7.6:
Reporting Hazards
YOUR RIGHT & RESPONSIBILITY TO REPORT HAZARDS
• You must report vehicle defects you discover
• Mechanical problems must be corrected
• You cannot be required to drive an unsafe bus
• You cannot be penalized for reporting a safety concern*
Pre-Service Course Slide 7.6.1

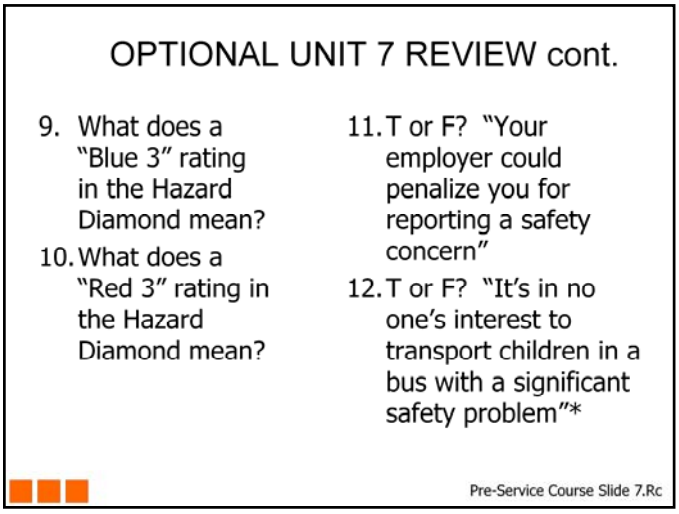
- You must report vehicle defects you discover
- Mechanical problems must be corrected before transporting students
- You cannot be required to drive an unsafe bus
- You cannot be penalized for reporting a safety concern. Federal whistleblower protection provides you the opportunity to file a complaint. (49 CFR Section 31105)


OPTIONAL UNIT 7 REVIEW
1. T or F? "One way to handle school bus stress is to get to know other successful drivers"
2. T or F? "Few accidents occur in bus yards"
3. List 5 key bus yard safety procedures
4. T or F? "The effects of fatigue on driving mimic the effects of alcohol"
5. T or F? "If you return from a trip at 11 p.m., you can legally drive at 6 a.m. the next day"*
Pre-Service Course Slide 7.Ra

1. T
2. F
3. Stay alert at all times
   Drive slowly at all times
   Stay visible in low light
   Safe footwear
   Alert others before backing
   Secure your bus whenever you park it
   Don't stop your bus behind other buses
1. T
2. F


OPTIONAL UNIT 7 REVIEW cont.
6. Which statement(s) below are true?
a. To prevent the spread of disease, leave the driver's window open so fresh air replaces air filled with germs
b. Sick children seldom ride buses
c. Frequent hand washing is the best way to protect yourself from disease
d. All statements are true
7. What does "universal precautions" mean?
8. Which statement(s) below are true?
a. It's OK to take your break in the mechanic's work area
b. There's a risk of fire or explosion at the fuel station – turn off cell phones
c. Aerosol cleaners are permitted on buses
d. All statements are true*
Pre-Service Course Slide 7.Rb

6. c
7. Assume everything/everyone is infected and protect yourself.
8. b


OPTIONAL UNIT 7 REVIEW cont.
9. What does a "Blue 3" rating in the Hazard Diamond mean?
10. What does a "Red 3" rating in the Hazard Diamond mean?
11. T or F? "Your employer could penalize you for reporting a safety concern"
12. T or F? "It's in no one's interest to transport children in a bus with a significant safety problem"*
Pre-Service Course Slide 7.Rc

9. Blue is health hazard, 3 is pretty serious (3 out of 4).
10. Red is flammability hazard, 3 is pretty serious.
11. F
12. F

- This Optional Unit goes into detail on many topics. You know your local traffic environment. If time is at a premium, choose to emphasize the topics that are must relevant to your local setting. Driving challenges were not discussed in the core units. This unit builds on the driving information in the CDL manual.

Optional Unit 8.1:
Urban, Suburban, & Rural Driving Challenges

SOME URBAN CHALLENGES

- Intense traffic
- Disdain for traffic laws
- Constricted roadways
- Aggressive taxi, bus drivers
- Bike messengers
- Delivery trucks, double-parked vehicles
- Distracted pedestrians
- International visitors*

Pre-Service Course Slide 8.1.1a

Optional Unit 8.1:
Urban, Suburban, & Rural Driving Challenges

UNIQUE FEATURES OF URBAN BUS STOPS

- Large apartment complexes
- Multilane, one-way streets
- Gangs, drug houses
- Many motorists don't stop for school buses*

Pre-Service Course Slide 8.1.1b

SOME SUBURBAN CHALLENGES

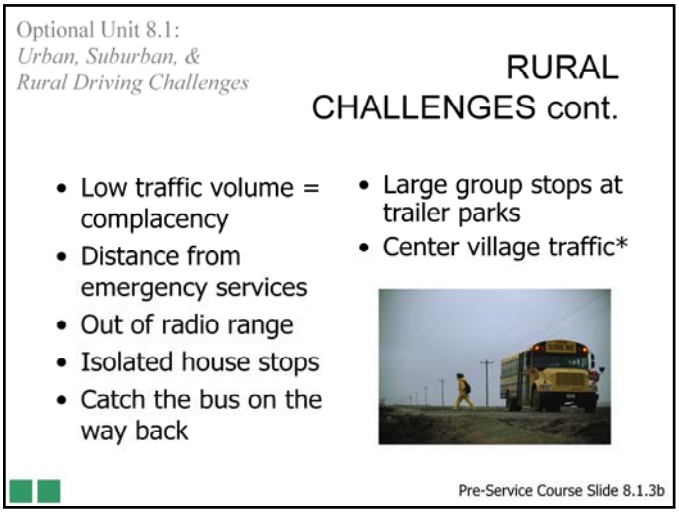
- Commuter congestion during a.m. routes
- Shopping centers, malls
- Red light runners
- Wide shoulders at bus stops
- Cul-de-sacs*

Optional Unit 8.1:
Urban, Suburban, & Rural Driving Challenges

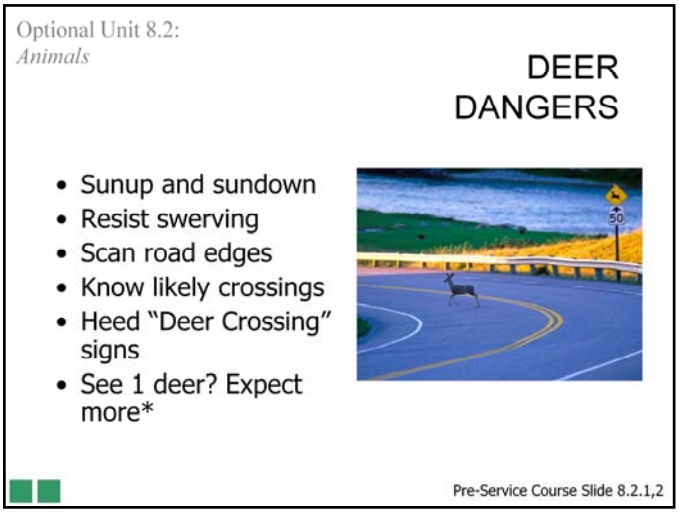
RURAL CHALLENGES

- Dangerous rural intersections
- Turnarounds
- Winding roads, hills
- Dirt roads, roads in poor condition
- Narrow roads, soft shoulders, deep ditches
- Slow farm vehicles
- Snow plows*

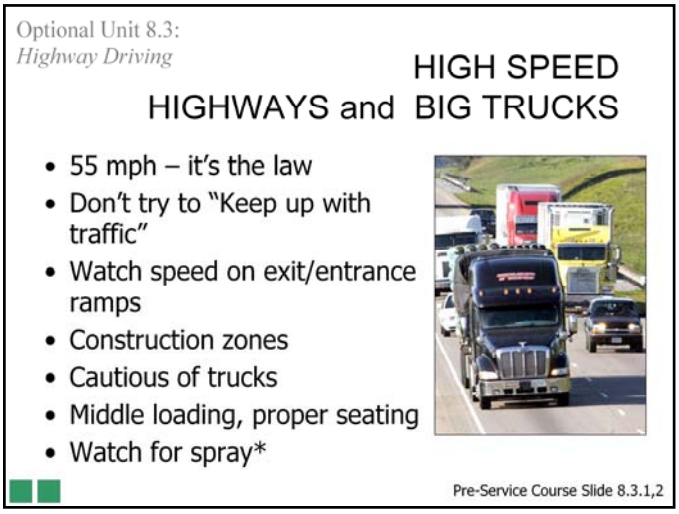
Pre-Service Course Slide 8.1.3a


Optional Unit 8.1:
Urban, Suburban, &
Rural Driving Challenges
RURAL
CHALLENGES cont.
• Low traffic volume = complacency
• Distance from emergency services
• Out of radio range
• Isolated house stops
• Catch the bus on the way back
• Large group stops at trailer parks
• Center village traffic*
Pre-Service Course Slide 8.1.3b

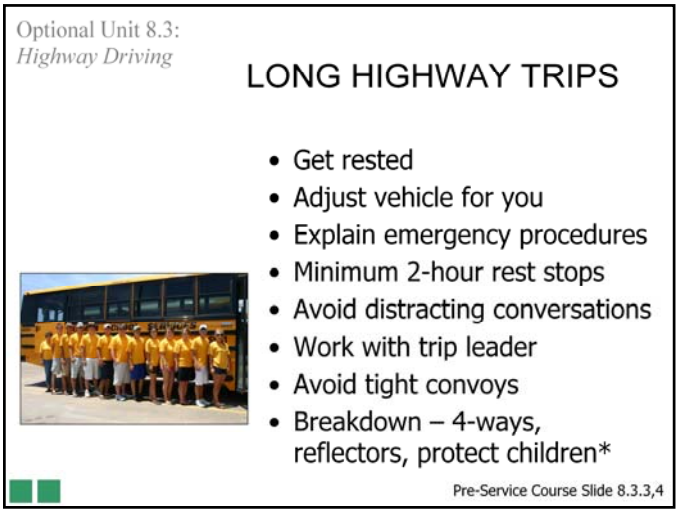
- Low traffic volume leads to complacency by motorists and student passengers.
- Distance from emergency services. A child having an allergic reaction is a major concern when medical help won't arrive for 45 minutes.
- Out of radio range, no cell service in remote areas.
- Isolated house stops, children not out as bus arrives.
- On loop routes, unnecessary crossing of dangerous roads to sleep later.
- Large group stops at trailer parks can be a challenge. Parents, siblings and pets can all be present and must be accounted for.
- Traffic in a central village can be heavy at times, especially in the morning. Lack of traffic control devices adds to peak traffic delays.



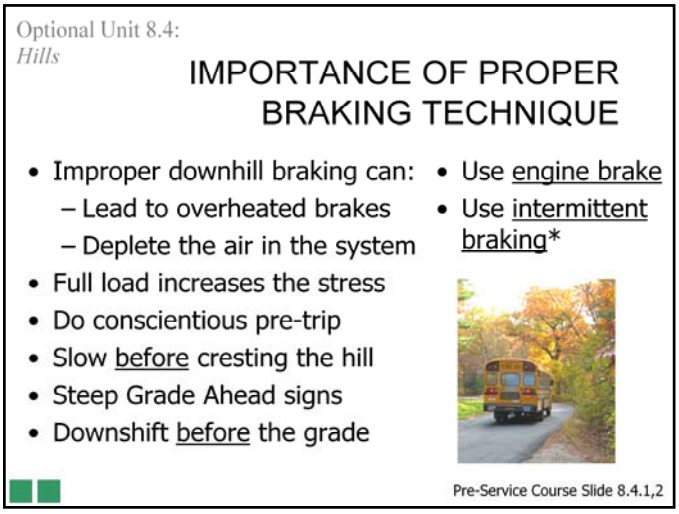
- Collisions with deer are the most common serious animal collisions, although the occasional cattle, moose or bear finds its way onto the road. Deer are even showing up in urban areas.
- Most likely when deer are on the move at sunup and sundown.
- Deer can cause serious damage – even to a bus.
- Resist the urge to swerve to avoid the deer. Swerving a bus to miss an animal can result in a rollover and student injuries.
- Scan the edge of the road ahead for animal profiles or eyes.
- Know where animals are likely to cross the road on your route.
- Take deer crossing signs seriously.
- If you see one deer, expect more. A second, third, fourth or more may be following the first one you see.


Optional Unit 8.3:
Highway Driving
HIGH SPEED
HIGHWAYS and BIG TRUCKS
• 55 mph – it's the law
• Don't try to "Keep up with traffic"
• Watch speed on exit/entrance ramps
• Construction zones
• Cautious of trucks
• Middle loading, proper seating
• Watch for spray*
Pre-Service Course Slide 8.3.1,2

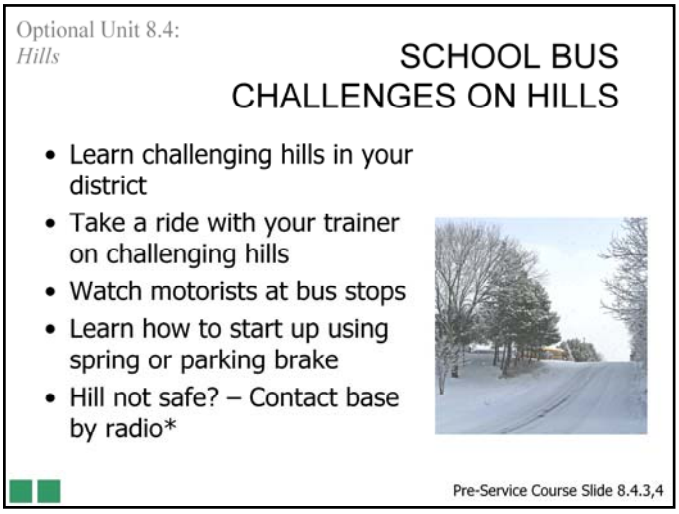
- 55 mph is the maximum for school buses with student passengers – it's a law for New York State school buses no matter what state they are driving in.
- Compute travel times accordingly - inform coaches/chaperones
- "Keeping up with the flow of traffic" is not safer. Crash forces at 65 mph are 40% higher than those at 55 mph. School buses are not designed for high speed maneuvering.
- Watch your speed on on-ramps and off-ramps – posted speeds are for cars, not buses.
- Slow down at toll booths and EZ Pass lanes.
- Take extra caution in construction zones, especially when lanes are narrowed and workers are present. Strictly observe construction zone speed limits.
- Most truck drivers are safety-conscious - but if you're being "pushed" by a truck behind you, pull over in a safe place and let it pass
- Keep students out of rear seats and properly seated. High speed crashes make middle loading especially important. School bus seats are designed to hold the student in the "compartment," but if they are standing up or leaning into the aisle, they are not protected.
- Be prepared for slush/snow thrown from a passing truck.


Optional Unit 8.3:
Highway Driving
LONG HIGHWAY TRIPS
• Get rested
• Adjust vehicle for you
• Explain emergency procedures
• Minimum 2-hour rest stops
• Avoid distracting conversations
• Work with trip leader
• Avoid tight convoys
• Breakdown – 4-ways, reflectors, protect children*
Pre-Service Course Slide 8.3.3,4

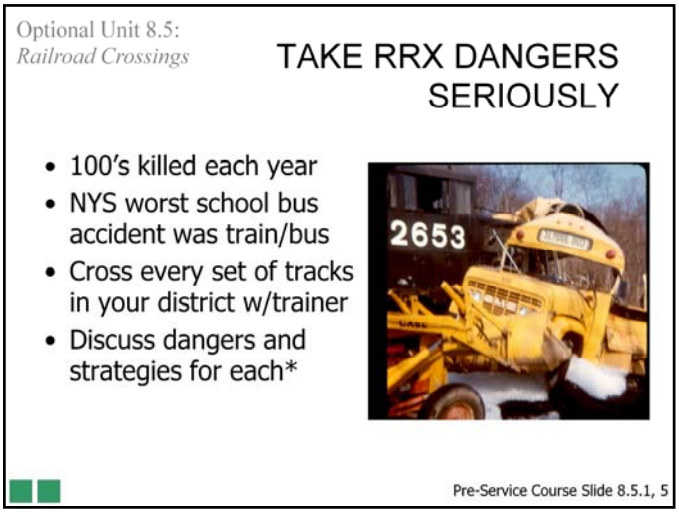
- Be prepared – get plenty of rest the night before
- If it's not "your" bus, be sure seats and mirrors are properly adjusted.
- Explain emergency procedures before leaving. Some students may be walkers and not get bus safety drills.
- Rest break in a safe location every two hours – do a walk-around, stretch your legs. If you get sleepy take additional breaks – safety is more important than schedule.
- Short conversations with passengers can help keep you alert – but distracting conversations are against the law.
- Work cooperatively with teachers, coaches, & chaperones – introduce yourself at the start of the trip.
- Remember driving hours limits.
- In a convoy, do not tailgate other buses. Every driver should have and understand the directions. Having one bus "lead" others leads to dangerous risk-taking behaviors to "keep up."
- If you have a mechanical problem on the trip and can't get to a rest area, pull off the road to safety, activate your 4-ways, contact base and put out your reflectors. If you are concerned about the possibility of the bus being struck, evacuate your passengers to a safer location.


Optional Unit 8.4:
Hills
IMPORTANCE OF PROPER BRAKING TECHNIQUE
• Improper downhill braking can:
– Lead to overheated brakes
– Deplete the air in the system
• Full load increases the stress
• Do conscientious pre-trip
• Slow before cresting the hill
• Steep Grade Ahead signs
• Downshift before the grade
• Use engine brake
• Use intermittent braking*
Pre-Service Course Slide 8.4.1,2

- Improper downhill braking can lead to overheated brakes and loss of control.
- With air brakes, improper braking can deplete the air in the system.
- A full load of students increases the stress on the brakes on hills.
- Do a conscientious pre-trip. Check service and emergency brakes carefully before you leave the yard.
- Slow down before cresting the hill. There's not need to increase needed braking.
- Observe "steep grade ahead" speed warnings for trucks – they apply to buses too.
- Downshift before the grade.
- If your bus has an engine brake, use it – you may still need the service brake to maintain a safe speed and keep engine RPM in the safe range.
- Use intermittent braking to maintain a safe speed and prevent brakes from overheating.

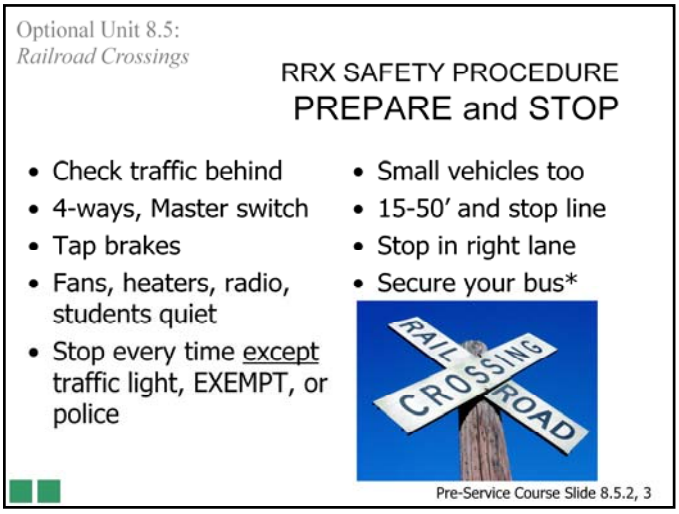

Optional Unit 8.4:
Hills
SCHOOL BUS
CHALLENGES ON HILLS
• Learn challenging hills in your district
• Take a ride with your trainer on challenging hills
• Watch motorists at bus stops
• Learn how to start up using spring or parking brake
• Hill not safe? – Contact base by radio*
Pre-Service Course Slide 8.4.3,4

- Learn the challenging hills and downgrades in your district.
- Take a ride with an experienced driver or a trainer – discuss specific dangers and specific safety strategies for each hill.
- If you have a bus stop on a steep hill, be aware of other motorists – they might not be able to stop for your bus, especially in slippery road conditions.
- Learn how to start up again from a dead stop without rolling back by using your spring brake or parking brake.
- In slippery conditions, don't start down or up a hill if you aren't sure you can make it – contact base by radio to plan an alternate route.

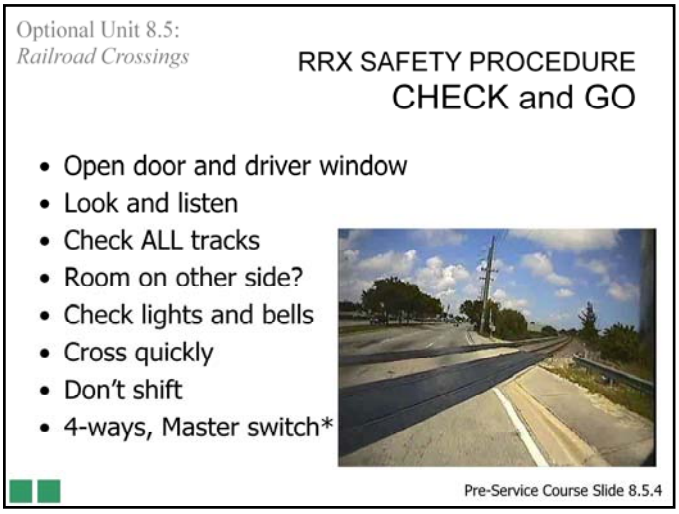

Optional Unit 8.5:
Railroad Crossings
TAKE RRX DANGERS SERIOUSLY
• 100's killed each year
• NYS worst school bus accident was train/bus
• Cross every set of tracks in your district w/trainer
• Discuss dangers and strategies for each*
2653
Pre-Service Course Slide 8.5.1, 5

The photo is from the Congers, NY bus/train collision that killed five students. The bus was literally torn in half.

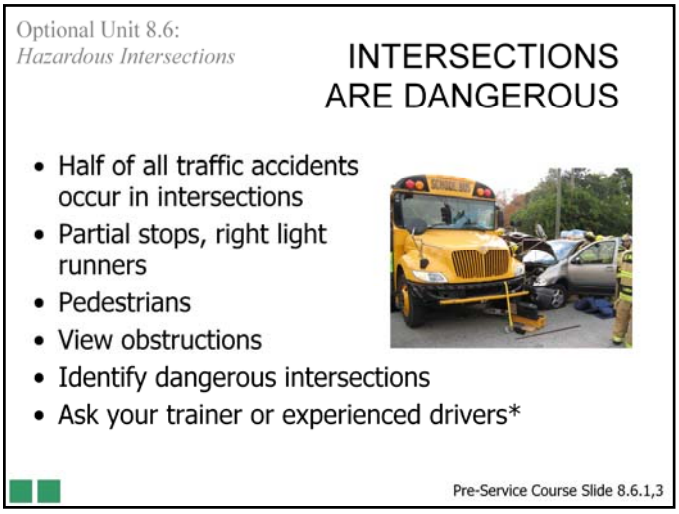
- Hundreds of motorists are killed every year at railroad crossings
- The worst school bus accident in our state's history was the result of a train striking a school bus.
- With a trainer or an experienced driver, go across every set of tracks in your district in a bus.
- Discuss unusual dangers and specific strategies for each crossing.


Optional Unit 8.5:
Railroad Crossings
RRX SAFETY PROCEDURE
PREPARE and STOP
• Check traffic behind
• 4-ways, Master switch
• Tap brakes
• Fans, heaters, radio, students quiet
• Stop every time except traffic light, EXEMPT, or police
• Small vehicles too
• 15-50' and stop line
• Stop in right lane
• Secure your bus*
RAIL ROAD CROSSING
Pre-Service Course Slide 8.5.2, 3

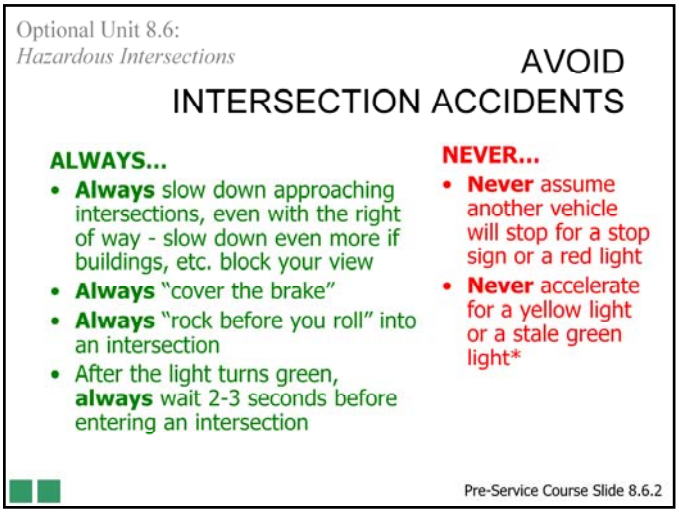
- Know the traffic situation behind your bus, begin to slow down and communicate your stop.
- Activate 4-way flashers to alert other motorists – at the first "crossing ahead" or crossbucks sign.
- Turn off master flasher switch at the same time you activate 4-ways.
- If necessary, tap brake lights to get motorists' attention.
- Open driver window, silence fans and heaters and radio (use the "noise kill" switch if you have one).
- Ask passengers to be quiet.
- Stop with or without passengers (unless traffic light at crossing is green, tracks are posted "Exempt," or a police officer directs you across).
- Small school vehicles must stop too.
- Stop 15-50' before closest track – stop before painted stop line if there is one on the roadway.
- On multilane roads, stop in right lane.
- Once stopped, secure your bus by putting transmission in park or in neutral and engage parking/spring brake.

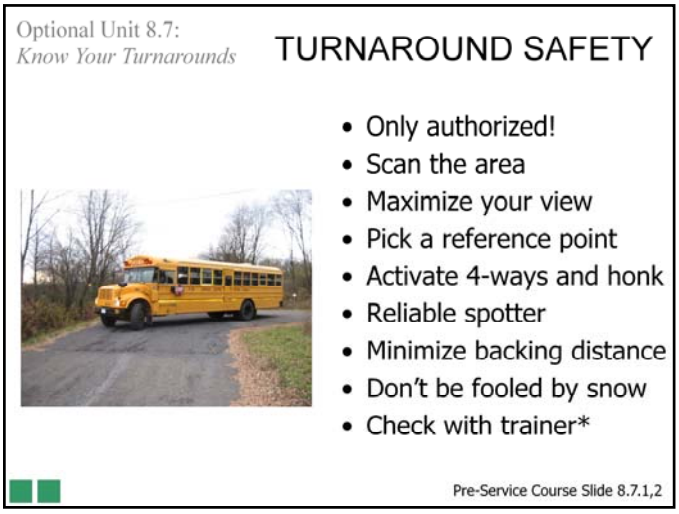


- Once stopped and secured, open passenger door and driver's window
- Look and listen carefully – move in the driver's seat to see around view obstructions.
- At multiple track crossings, check down each track. Wait for train to clear so that you have a full view of all tracks.
- Make sure there's room across the tracks for your bus to get entirely clear.
- Check warning lights and listen for bells or whistle – if lights start flashing, don't try to cross.
- Once you're certain no train is coming, cross quickly.
- With a standard transmission, don't shift as you cross; with an automatic, leave it "D."
- Leave 4-way flashers on until you have resumed normal road speed for traffic in that area.
- Re-arm your master flasher switch at the same time you turn off 4-ways.


Optional Unit 8.6:
Hazardous Intersections
INTERSECTIONS ARE DANGEROUS
• Half of all traffic accidents occur in intersections
• Partial stops, right light runners
• Pedestrians
• View obstructions
• Identify dangerous intersections
• Ask your trainer or experienced drivers*
Pre-Service Course Slide 8.6.1,3

- Half of all traffic accidents occur in intersections.
- Many motorists fail to make full stops at stop signs, or accelerate for a yellow light.
- Pedestrians can be coming into the roadway from any direction.
- “Red light runners” cause many serious intersection accidents
- Learn about the most dangerous intersections in your school district.
- Talk with your trainer or experienced drivers about what they do to avoid an accident at challenging intersections in your district.

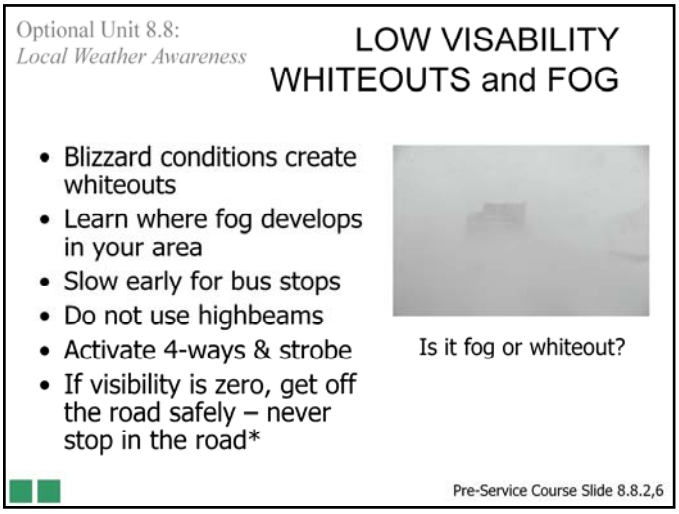

Optional Unit 8.6:
Hazardous Intersections
AVOID
INTERSECTION ACCIDENTS
ALWAYS...
• Always slow down approaching intersections, even with the right of way - slow down even more if buildings, etc. block your view
• Always "cover the brake"
• Always "rock before you roll" into an intersection
• After the light turns green, always wait 2-3 seconds before entering an intersection
NEVER...
• Never assume another vehicle will stop for a stop sign or a red light
• Never accelerate for a yellow light or a stale green light*
Pre-Service Course Slide 8.6.2



- Only use authorized turnarounds. If you find yourself needing to make a turnaround that is not a part of your route, inform dispatch.
- Scan the surrounding area carefully before backing.
- Position your bus before backing to maximize your view of the turnaround.
- Pick a distinctive object along the perimeter of the turnaround - use it as a reference point as you back.
- Activate 4-ways and "honk and pause" before backing.
- Attendant or reliable student should spot from inside the bus.
- Back only as far as necessary to make the turn and pull back on the road.
- Be careful in snow – know where the edge is.
- Ask your supervisor, router, or trainer to go over the district's turnarounds with you.
- Ride with experienced drivers to learn how they handle challenging turnarounds.

Optional Unit 8.8:
Local Weather Awareness
SNOW & ICE
• Motorists, pedestrians, & snowmobilers
• Know where blowing & drifting snow happens
• Keep lights clear
• Bridges freeze first
• Black ice
• Slow down, assume ice
• Ice storms*
Pre-Service Course Slide 8.8.1,3

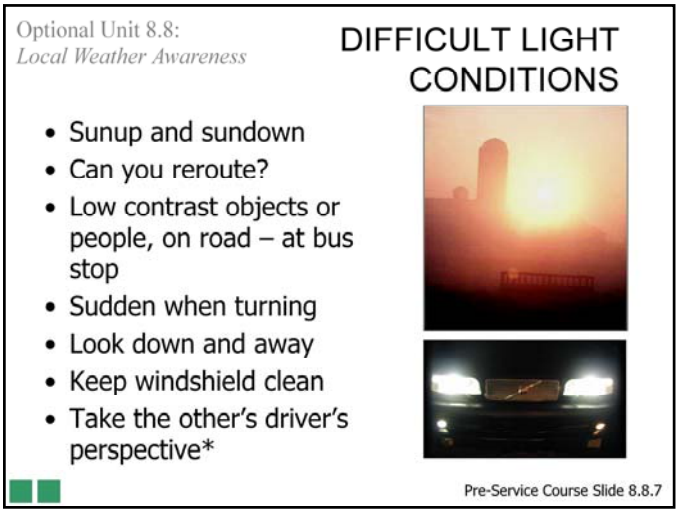
- Motorists, pedestrians, & snowmobilers often do dangerous things in snow – drive defensively.
- Blowing & drifting snow is very dangerous – learn where it happens every year.
- Make sure your student flashers & other lights aren't caked with snow.
- Icy conditions can occur after roads have been plowed & salted.
- Bridges and exposed areas of roadway usually ice up first – learn where it happens every year.
- Black ice is nearly invisible – you can lose control of your bus.
- Slow down early if icing is even a possibility – watch for signs of freezing rain such as no road spray and icicles from guardrails or signs.
- Ice storms can bring down wires and tree limbs – get your bus off the road to a safe spot.


Optional Unit 8.8:
Local Weather Awareness
LOW VISABILITY
WHITEOUTS and FOG
• Blizzard conditions create whiteouts
• Learn where fog develops in your area
• Slow early for bus stops
• Do not use highbeams
• Activate 4-ways & strobe
• If visibility is zero, get off the road safely – never stop in the road*
Is it fog or whiteout?
Pre-Service Course Slide 8.8.2,6

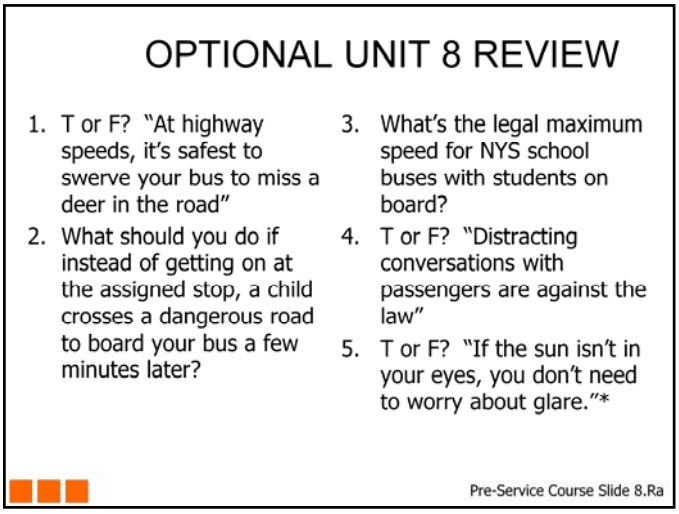
- Blizzard conditions create whiteouts.
- Learn the areas of your district most susceptible to fog.
- Fog is very dangerous for school buses – especially at bus stops.
- Start to slow and engage amber lights early at stops.
- Do not use your highbeams – light reflects back & it's even harder to see
- Activate 4-way flashers & strobe light
- If visibility is zero, get off the road to a safe spot – never stop in the roadway.

Optional Unit 8.8:
Local Weather Awareness
HEAVY RAIN
HIGH WINDS
• Hydroplaning – Slow down!
– Know where water puddles
• Know where flooding happens
– Don't cross a flooded road
– Plan alternate routes
• Wind downs trees and wires
• Wind pushes buses off track
– Caution on bridges and open roads*
Pre-Service Course Slide 8.8.4,5

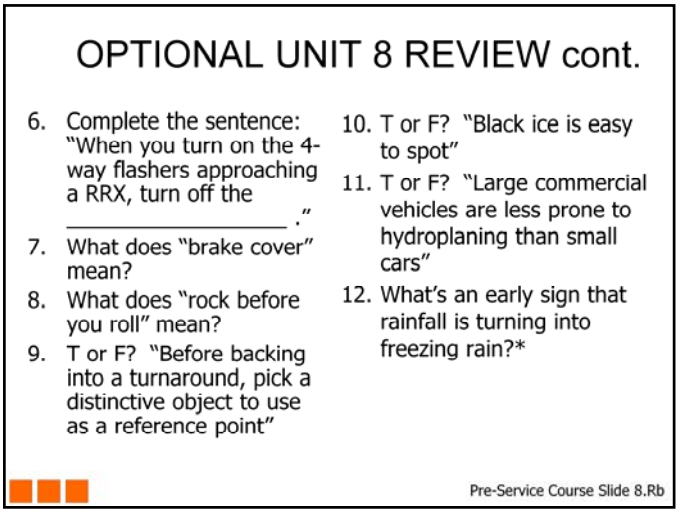
- Beware of hydroplaning (losing contact with the road surface) when there are puddles in the road during or after a heavy rain.
- Learn which stretches of roadway are most prone to standing water.
- School buses can hydroplane just like cars. To prevent hydroplaning, slow down!
- Lowlying areas may be prone to flooding after a heavy rain or a coastal hurricane – learn where it's happened in the past and have alternate routes planned.
- Don't try to cross a flooded road even if the water looks shallow. The force of flowing water is immense.
- Trees and wires may come down in high winds.
- Large vehicles such as school buses can be difficult to control in high wind.
- Be cautious approaching bridges and open stretches of road when it's very windy.
- Be aware of areas in your district where high wind can be a problem.


Optional Unit 8.8:
Local Weather Awareness
DIFFICULT LIGHT CONDITIONS
• Sunup and sundown
• Can you reroute?
• Low contrast objects or people, on road – at bus stop
• Sudden when turning
• Look down and away
• Keep windshield clean
• Take the other's driver's perspective*
Pre-Service Course Slide 8.8.7

- Transitional periods (twilight, sunrise) are especially challenging. The make your warning lights very difficult to see – assume they can't see them.
- If you have a dangerous glare location on your route, talk to your supervisor about rerouting so you will travel the road in the opposite direction.
- If glare happens at a bus stop, have children wait well back from the road.
- Low contrast objects are tough to see at twilight – watch out for pedestrians or joggers wearing gray.
- Be especially careful when turning into the sun so you will be prepared.
- Sun glare or headlight glare is blinding – look at the side of the road.
- A dirty or foggy windshield (inside or out) makes glare worse.
- Remember, if the sun is behind you, the cars coming the other way are dealing with glare. Also a car turning onto your street might get hit with glare. If you are loading children, they might not see your red student flashers OR the children.


OPTIONAL UNIT 8 REVIEW
1. T or F? "At highway speeds, it's safest to swerve your bus to miss a deer in the road"
2. What should you do if instead of getting on at the assigned stop, a child crosses a dangerous road to board your bus a few minutes later?
3. What's the legal maximum speed for NYS school buses with students on board?
4. T or F? "Distracting conversations with passengers are against the law"
5. T or F? "If the sun isn't in your eyes, you don't need to worry about glare."*
Pre-Service Course Slide 8.Ra

1. F
2. Explain to the child that their bus stop is on a certain side of the road and that's where they must be ready to board the bus. If it happens a second time, write it up as a safety violation.
3. 55 mph
4. T
5. F

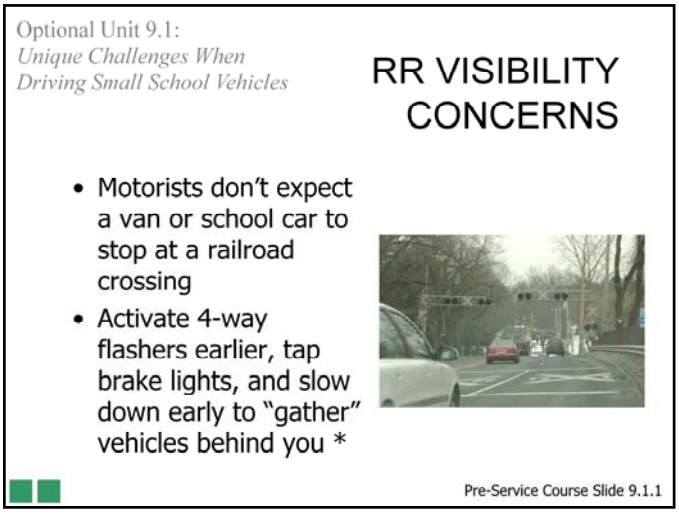

OPTIONAL UNIT 8 REVIEW cont.
6. Complete the sentence: "When you turn on the 4-way flashers approaching a RRX, turn off the _____ ."
7. What does "brake cover" mean?
8. What does "rock before you roll" mean?
9. T or F? "Before backing into a turnaround, pick a distinctive object to use as a reference point"
10. T or F? "Black ice is easy to spot"
11. T or F? "Large commercial vehicles are less prone to hydroplaning than small cars"
12. What's an early sign that rainfall is turning into freezing rain?*
Pre-Service Course Slide 8.Rb

6. Master Switch
7. Having your foot above the brake when you might need to stop, such as when passing through an intersection.
8. Move in your seat in order to see around view obstructions caused by bus design as well as objects outside the bus.
9. T
10. F
11. F
12. No road spray and icicles hanging from signs and guardrails.

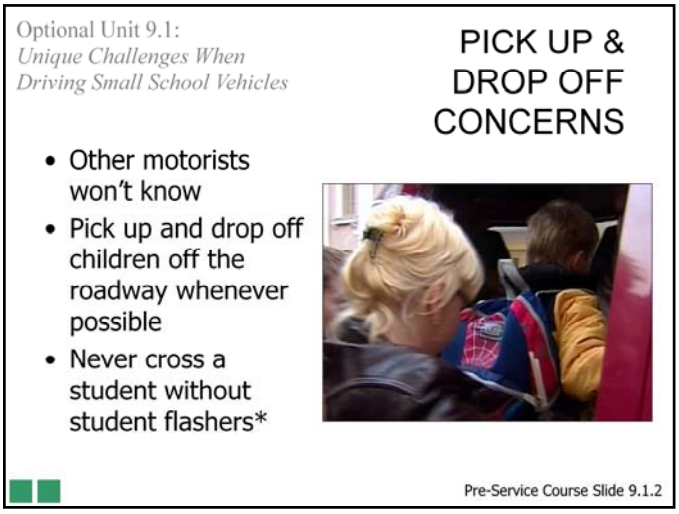
PRE-SERVICE
OPTIONAL UNIT 9

DRIVING SMALL
SCHOOL VEHICLES

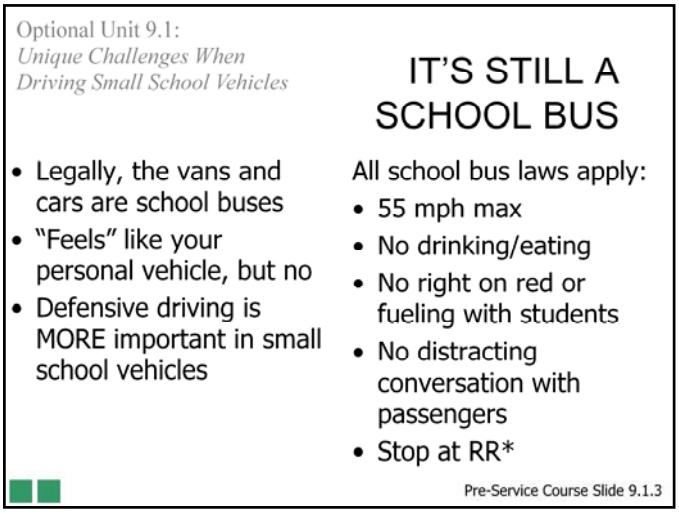
Pre-Service Course Slide 9.W


Optional Unit 9.1:
Unique Challenges When
Driving Small School Vehicles
RR VISIBILITY
CONCERNS
• Motorists don't expect a van or school car to stop at a railroad crossing
• Activate 4-way flashers earlier, tap brake lights, and slow down early to "gather" vehicles behind you *
Pre-Service Course Slide 9.1.1

- Many motorists don't expect a van or school car to stop at a railroad crossing – the danger of a rear-end collision must be taken seriously.
- Activate 4-way flashers earlier, tap brake lights, and slow down early to "gather" a cushion of other vehicles behind you as you make the stop at the tracks.

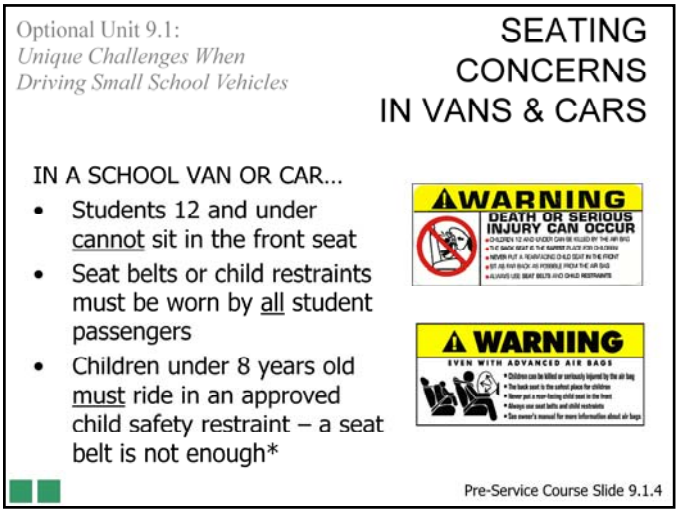

Optional Unit 9.1:
Unique Challenges When
Driving Small School Vehicles
PICK UP &
DROP OFF
CONCERNS
• Other motorists won't know
• Pick up and drop off children off the roadway whenever possible
• Never cross a student without student flashers*
Pre-Service Course Slide 9.1.2

- Other motorist will not realize that children will be getting in and out of your vehicle. All typical bus stop dangers remain – siblings, pets, drivers on cell phones, etc.
- When driving a van or school car, pick up and drop off children off the roadway whenever possible.
- Never cross a student in a small school vehicle not equipped with student flashers.

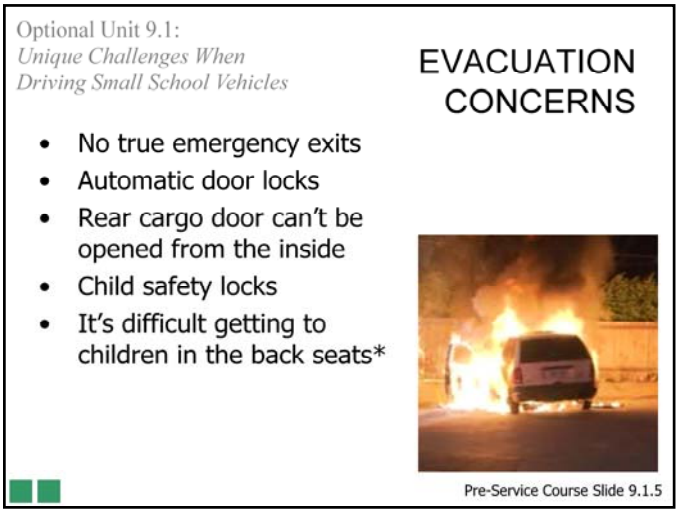

Optional Unit 9.1:
Unique Challenges When Driving Small School Vehicles
IT'S STILL A SCHOOL BUS
• Legally, the vans and cars are school buses
• "Feels" like your personal vehicle, but no
• Defensive driving is MORE important in small school vehicles
All school bus laws apply:
• 55 mph max
• No drinking/eating
• No right on red or fueling with students
• No distracting conversation with passengers
• Stop at RR*
Pre-Service Course Slide 9.1.3

- Legally, vans and cars are school buses when transporting students to or from school or school activities. School buses are defined by their function in Vehicle and Traffic Law,

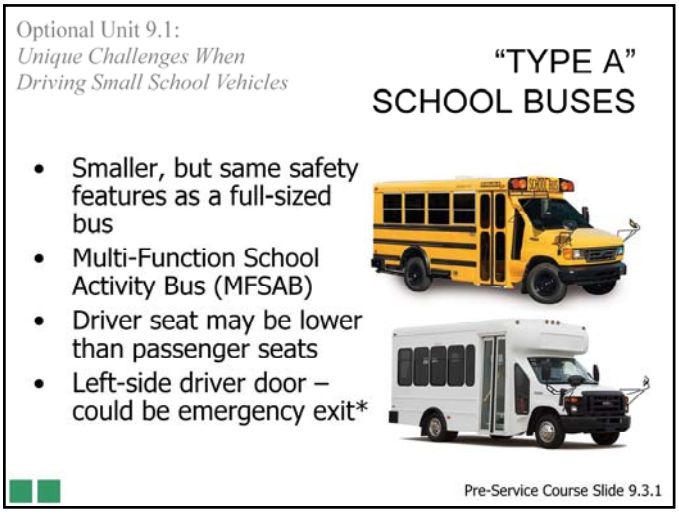
  "§ 142. School bus. Every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities or privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities."
- It may "feel" just like your personal vehicle, but it's not.
- All school bus laws apply – 55 mph max., no drinking/eating or right on red with students on board, no fueling with students on board, no distracting conversation with passengers.
- Defensive driving is MORE important in small school vehicles – they lack many safety features of full-sized school buses.


Optional Unit 9.1:
Unique Challenges When
Driving Small School Vehicles
SEATING
CONCERNS
IN VANS & CARS
IN A SCHOOL VAN OR CAR...
Students 12 and under cannot sit in the front seat
Seat belts or child restraints must be worn by all student passengers
Children under 8 years old must ride in an approved child safety restraint – a seat belt is not enough*
WARNING
DEATH OR SERIOUS INJURY CAN OCCUR
WARNING
EVEN WITH ADVANCED AIR BAGS
Pre-Service Course Slide 9.1.4

- Children over 4 years old are exempt from seat belt use in school buses as defined on prior slide. However, because small school vehicles do not have school bus seats that are designed to be effective with or without seat belts, all vehicles without school bus seats should be used as designed, that is with seat belts for those over seven years old, car seats for those under eight and no one under 12 in the front seat.


Optional Unit 9.1:
Unique Challenges When
Driving Small School Vehicles
EVACUATION CONCERNS
No true emergency exits
Automatic door locks
Rear cargo door can't be opened from the inside
Child safety locks
It's difficult getting to children in the back seats*
Pre-Service Course Slide 9.1.5

- School vans and cars lack true emergency exits.
- Automatic door locks activate at low speed – someone outside can't get in.
- Rear cargo door on many vans can't be opened from the inside.
- Children in back seats may not be able to unlock their doors if the child safety lock is active.
- It's difficult getting to children in the back seats to deal with fights, medical emergencies, etc.


Optional Unit 9.1:
Unique Challenges When
Driving Small School Vehicles
"TYPE A"
SCHOOL BUSES
Smaller, but same safety features as a full-sized bus
Multi-Function School Activity Bus (MFSAB)
Driver seat may be lower than passenger seats
Left-side driver door – could be emergency exit*
Pre-Service Course Slide 9.3.1

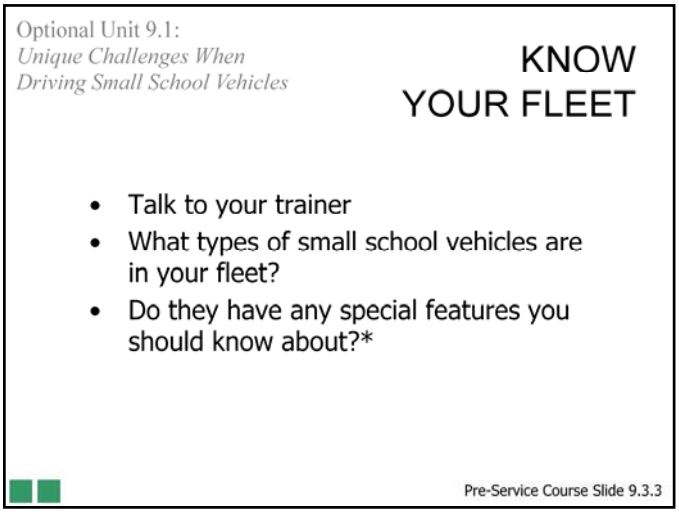
- A MFSAB is a vehicle that meets all the school bus requirements except color and systems to protect the loading process. No stop arms, student loading lights, crossing gates or school bus color. Just like school bus cars, these cannot be used for picking up and dropping off on the road. Some districts might use them for field, sport or activity trips.

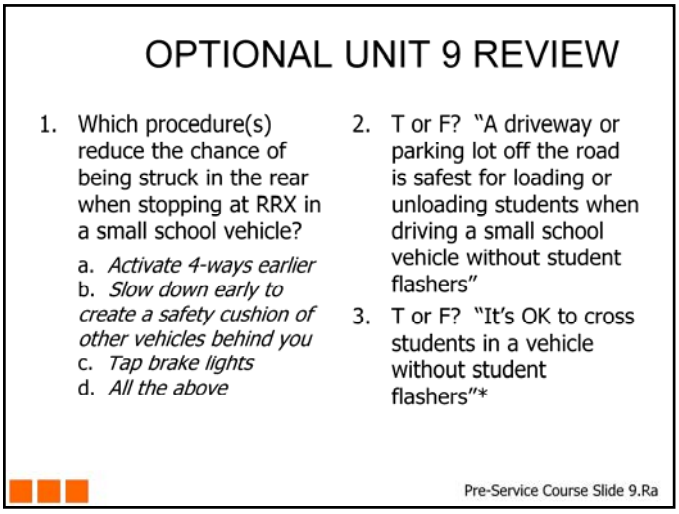
Optional Unit 9.1:
Unique Challenges When Driving Small School Vehicles

"TYPE A" BUSES cont.

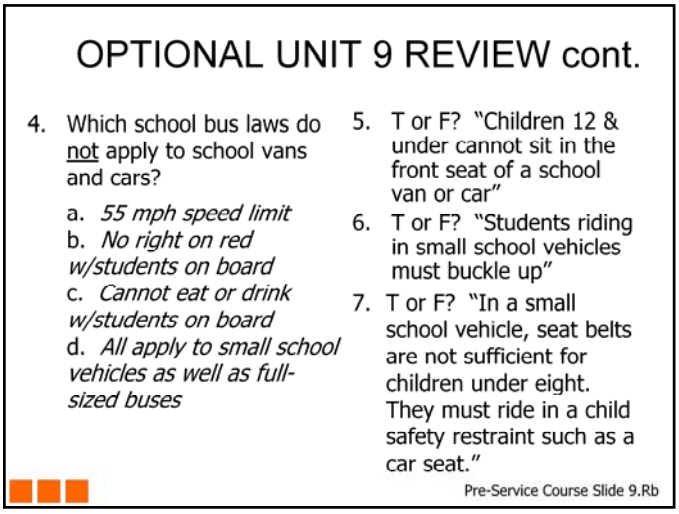
- Switches/controls may be located in unusual places
- Fewer emergency exits than full-sized buses
- Many Type A buses have worse blind spots than full-sized school buses – "rocking and rolling" is extremely important*

Pre-Service Course Slide 9.3.2

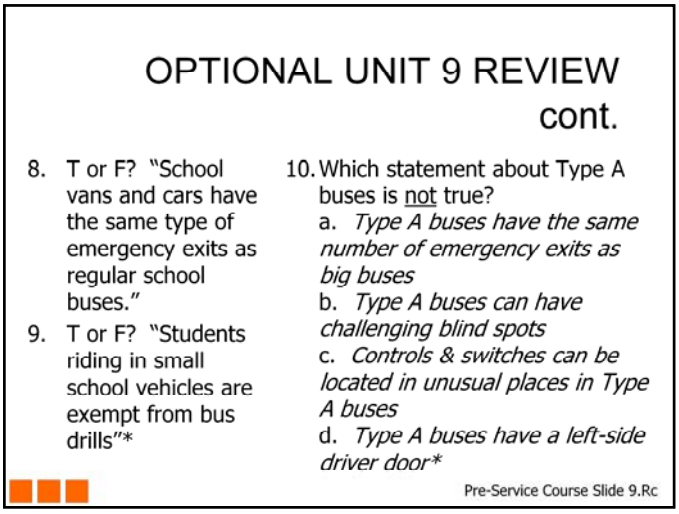

Optional Unit 9.1:
Unique Challenges When
Driving Small School Vehicles
KNOW
YOUR FLEET
Talk to your trainer
What types of small school vehicles are in your fleet?
Do they have any special features you should know about?*
Pre-Service Course Slide 9.3.3


OPTIONAL UNIT 9 REVIEW
1. Which procedure(s) reduce the chance of being struck in the rear when stopping at RRX in a small school vehicle?
a. Activate 4-ways earlier
b. Slow down early to create a safety cushion of other vehicles behind you
c. Tap brake lights
d. All the above
2. T or F? "A driveway or parking lot off the road is safest for loading or unloading students when driving a small school vehicle without student flashers"
3. T or F? "It's OK to cross students in a vehicle without student flashers"*
Pre-Service Course Slide 9.Ra

1. d
2. T
3. F


OPTIONAL UNIT 9 REVIEW cont.
4. Which school bus laws do not apply to school vans and cars?
a. 55 mph speed limit
b. No right on red w/students on board
c. Cannot eat or drink w/students on board
d. All apply to small school vehicles as well as full-sized buses
5. T or F? "Children 12 & under cannot sit in the front seat of a school van or car"
6. T or F? "Students riding in small school vehicles must buckle up"
7. T or F? "In a small school vehicle, seat belts are not sufficient for children under eight. They must ride in a child safety restraint such as a car seat."
Pre-Service Course Slide 9.Rb

4. d
5. T
6. T
7. T

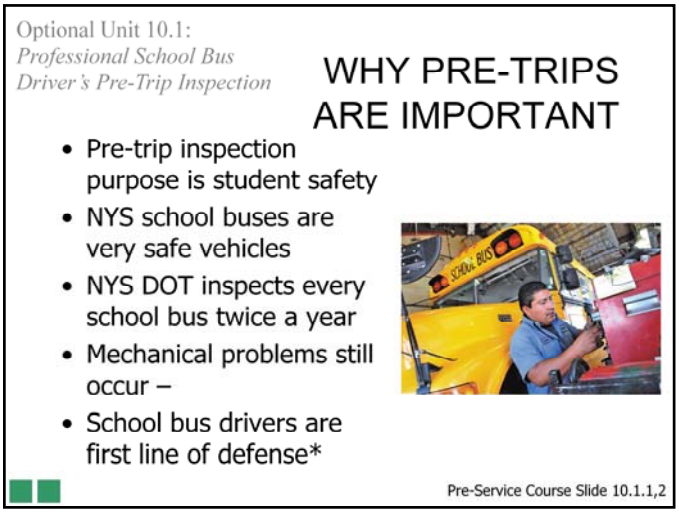

OPTIONAL UNIT 9 REVIEW
cont.
8. T or F? "School vans and cars have the same type of emergency exits as regular school buses."
9. T or F? "Students riding in small school vehicles are exempt from bus drills"*
10. Which statement about Type A buses is not true?
a. Type A buses have the same number of emergency exits as big buses
b. Type A buses can have challenging blind spots
c. Controls & switches can be located in unusual places in Type A buses
d. Type A buses have a left-side driver door*
Pre-Service Course Slide 9.Rc

8. F
9. F
10. a

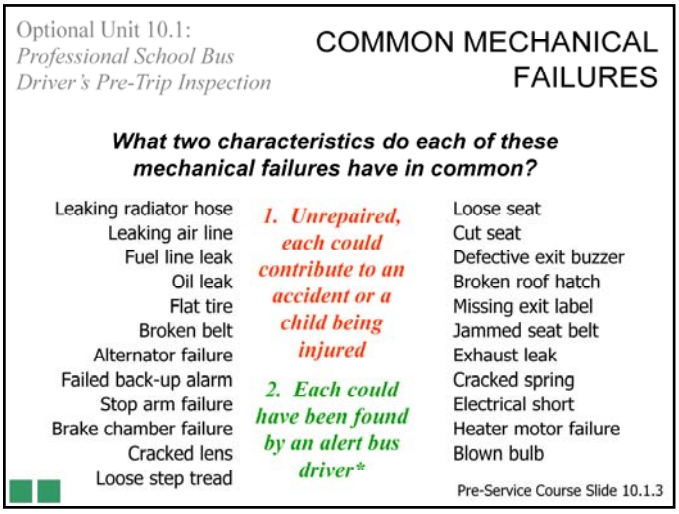
PRE-SERVICE
OPTIONAL UNIT 10

SCHOOL BUS PRE-TRIP AND POST-TRIP INSPECTIONS

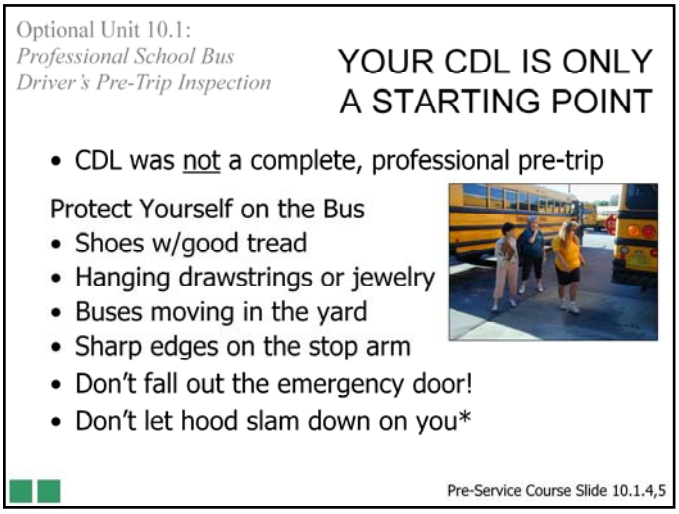
Pre-Service Course Slide 9.W


Optional Unit 10.1:
Professional School Bus
Driver's Pre-Trip Inspection
WHY PRE-TRIPS ARE IMPORTANT
• Pre-trip inspection purpose is student safety
• NYS school buses are very safe vehicles
• NYS DOT inspects every school bus twice a year
• Mechanical problems still occur –
• School bus drivers are first line of defense*
SCHOOL BUS
Pre-Service Course Slide 10.1.1,2

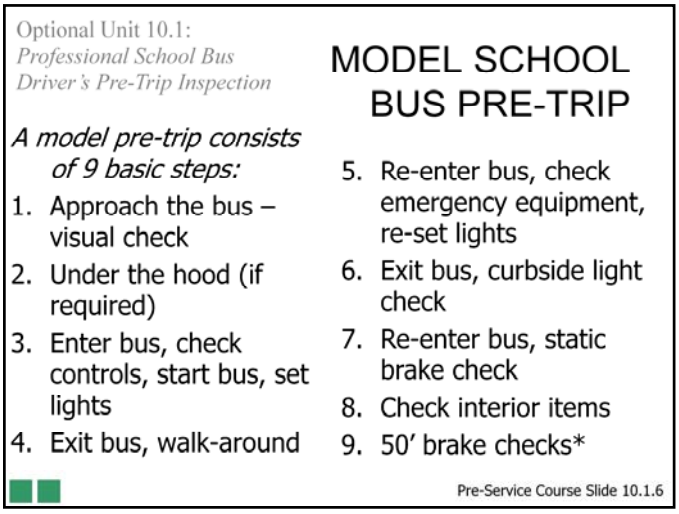
- Pre-trips are required by law, but the most important reason for doing a quality pre-trip inspection of your bus is student safety.
- School buses are safe vehicles and NYS mechanics do a terrific job at keeping them safe – few accidents are caused by mechanical failure today.
- NYS DOT inspects every school bus twice a year – the slightest mechanical problem could decertify that bus.
- Mechanical problems still occur - school buses are complicated machines and machines break down.
- Because school bus drivers handle the vehicle every day, they are the front line of defense to keep school buses running strong.



- Help drivers to see how almost any defect is a safety defect.


Optional Unit 10.1:
Professional School Bus
Driver's Pre-Trip Inspection
YOUR CDL IS ONLY
A STARTING POINT
• CDL was not a complete, professional pre-trip
Protect Yourself on the Bus
• Shoes w/good tread
• Hanging drawstrings or jewelry
• Buses moving in the yard
• Sharp edges on the stop arm
• Don't fall out the emergency door!
• Don't let hood slam down on you*
Pre-Service Course Slide 10.1.4,5

- The vehicle inspection you were required to demonstrate to pass your CDL road test was not a complete, professional pre-trip.
- Because of time constraints and safety concerns, CDL road test pre-trips do not include many critical safety items you must check every day once you begin transporting students.
- Wear shoes w/good tread – avoid slips & falls.
- Avoid long drawstrings or jewelry that could get caught on bus equipment.
- Be aware of buses next to yours as you do your pre-trip – stand back if they're leaving their parking space.
- Watch sharp edges on the stop arm – don't bump your head on it.
- Don't fall out the emergency door!
- Be careful if required to check under the hood – don't let hood slam down on you.


Optional Unit 10.1:
Professional School Bus
Driver's Pre-Trip Inspection
MODEL SCHOOL BUS PRE-TRIP
A model pre-trip consists of 9 basic steps:
1. Approach the bus – visual check
2. Under the hood (if required)
3. Enter bus, check controls, start bus, set lights
4. Exit bus, walk-around
5. Re-enter bus, check emergency equipment, re-set lights
6. Exit bus, curbside light check
7. Re-enter bus, static brake check
8. Check interior items
9. 50' brake checks*
Pre-Service Course Slide 10.1.6

- The following slides walk through the 9-step process of the New York Education Department Pre-trip. You can teach it in the classroom, and then go outside, or if you only have a few drivers, you can just all take your trainee manuals outside and walk through it with them.

Optional Unit 10.1:
Professional School Bus Driver's Pre-Trip Inspection

STEP 1: APPROACH THE BUS, VISUAL CHECK

Check for:

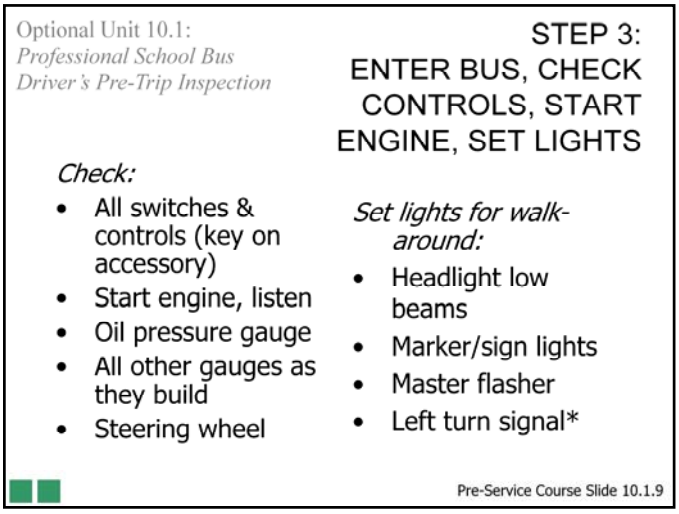
- Body damage, bus leaning
- Static leaks, puddles
- Hanging wires, exhaust, etc.
- Unusual items under or around the bus
- Unplug bus (winter)*

Pre-Service Course Slide 10.1.7

STEP 2: UNDER THE HOOD (IF REQUIRED)

Check:

- Belts, hoses, clamps
- Oil, coolant, washer fluid level
- Air or hydraulic brake lines
- Shocks, springs
- Slack adjustors
- Drag link, steering column
- Check inside battery box before starting bus*

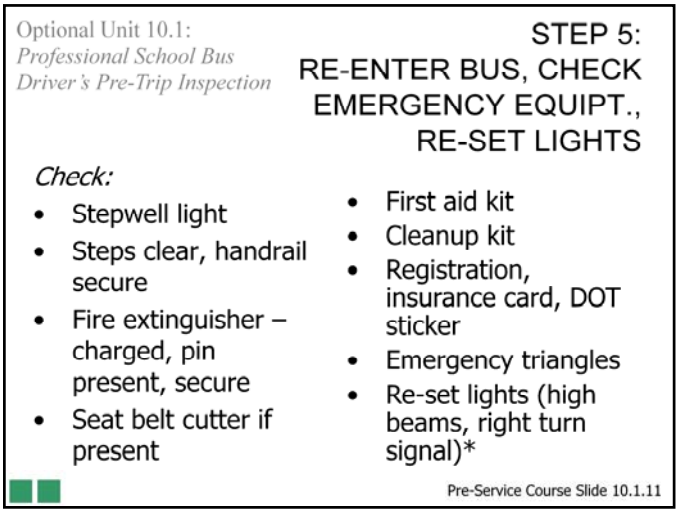

Optional Unit 10.1:
Professional School Bus
Driver's Pre-Trip Inspection
STEP 3:
ENTER BUS, CHECK
CONTROLS, START
ENGINE, SET LIGHTS
Check:
All switches & controls (key on accessory)
Start engine, listen
Oil pressure gauge
All other gauges as they build
Steering wheel
Set lights for walk-around:
Headlight low beams
Marker/sign lights
Master flasher
Left turn signal*
Pre-Service Course Slide 10.1.9

STEP 4: WALK-AROUND

Start at right front wheel:

- Wheels/tires – work outside in to the center
- Headlights, marker & sign lights, red student flashers, license plate light, left turn signal
- Mirror brackets
- Antenna
- Stop arms
- Pressure leaks
- Reflectors, reflective tape
- Emergency doors, catch, seals, buzzers
- Damage all around
- Hanging wires
- Exhaust system, rear springs intact
- Drive shaft intact, protectors present
- Fuel cap secure*

Pre-Service Course Slide 10.1.10


Optional Unit 10.1:
Professional School Bus
Driver's Pre-Trip Inspection
STEP 5:
RE-ENTER BUS, CHECK EMERGENCY EQUIPT., RE-SET LIGHTS
Check:
Stepwell light
Steps clear, handrail secure
Fire extinguisher – charged, pin present, secure
Seat belt cutter if present
First aid kit
Cleanup kit
Registration, insurance card, DOT sticker
Emergency triangles
Re-set lights (high beams, right turn signal)*
Pre-Service Course Slide 10.1.11

STEP 6: EXIT BUS, CURBSIDE LIGHT CHECK

Check right side (curbside) of bus:

- High beams
- Right turn signal front, side, rear*

STEP 7: RE-ENTER BUS, STATIC BRAKE CHECK (Air Brakes)

Before starting your static air brake check, make sure:

- The air is fully charged
- The wigwag is set
- The engine is off, but the key in the accessory position

You can't do a static air brake check unless all three conditions exist beforehand*

STEP 7 (Air Brakes): RE-ENTER BUS, STATIC BRAKE CHECK

Turn engine off, key on accessory, wigwag set:

- Put bus in reverse, go to rear and check reverse lights/back-up beeper
- In driver's seat, release parking brake – hover foot over service brake in case bus rolls
- Check for leaks - watch gauge, listen
- Hold service brake down hard – check for leaks
- Pump brake until low air warnings activate (wigwag, dash light, beeper) – should come on ~60 psi
- Pump brake until spring brake comes on – should come on ~25 psi
- Start engine, check air build-up (~15 psi every 45 sec.)*

STEP 7 (Hydraulic Brakes): RE-ENTER BUS, STATIC BRAKE CHECK

Turn engine off, key on accessory:

- Put bus in reverse, go to rear and check reverse lights/ back-up beeper
- In driver's seat, depress service brake pedal, listen for booster pump (if equipped)
- With key on but engine off, check dash warning light & buzzer
- Pump brake pedal 3 times – pedal should stay firm*

STEP 8: CHECK INTERIOR

Close door, activate 4-ways & pre-warning student flashers:

- Check front 4-ways & flashers from driver's seat

Walk aisle to rear of bus, checking:

- Seats – no damage, cushions secured, belts accessible, "jump seat" operation
- Emergency exits (every one) – buzzer, label, light
- Rear 4-ways & flashers from rear emergency door

Return to and adjust driver's seat, checking:

- Brake lights (in a reflection or with a buddy's help)
- Mirrors – are they adjusted perfectly for you?
- Horn*

STEP 9: 50' BRAKE CHECKS

Brake checks are best done at a safe distance from other buses:

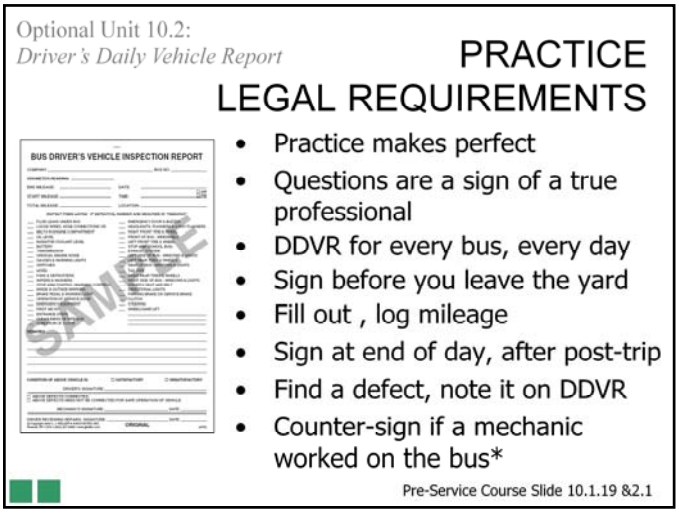
- Parking brake – it should hold with bus in "Drive"
- Service brake – at ~5 mph, bus should stop smoothly and quietly, no pulling to side*

Optional Unit 10.1:
Professional School Bus Driver's Pre-Trip Inspection

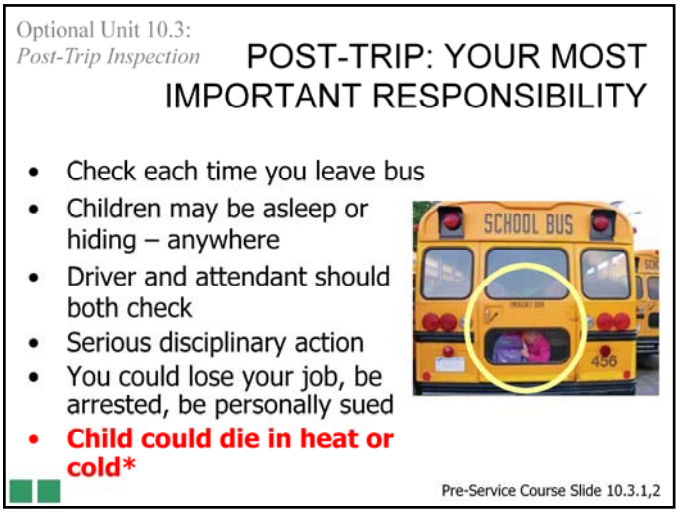
CHECKING LIFT-EQUIPPED BUSES

- Full operation of the wheelchair lift should be checked before leaving the bus yard
- Wheelchair tie-down straps (check inside the bag), fire blanket, & seat belt cutter should also be checked*

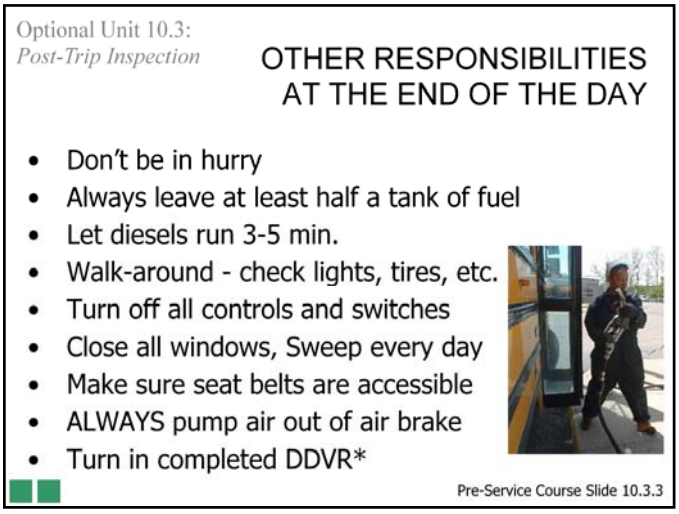
Pre-Service Course Slide 10.1.18


Optional Unit 10.2:
Driver's Daily Vehicle Report
PRACTICE
LEGAL REQUIREMENTS
BUS DRIVER'S VEHICLE INSPECTION REPORT
SAMPLE
Practice makes perfect
Questions are a sign of a true professional
DDVR for every bus, every day
Sign before you leave the yard
Fill out , log mileage
Sign at end of day, after post-trip
Find a defect, note it on DDVR
Counter-sign if a mechanic worked on the bus*
Pre-Service Course Slide 10.1.19 &2.1

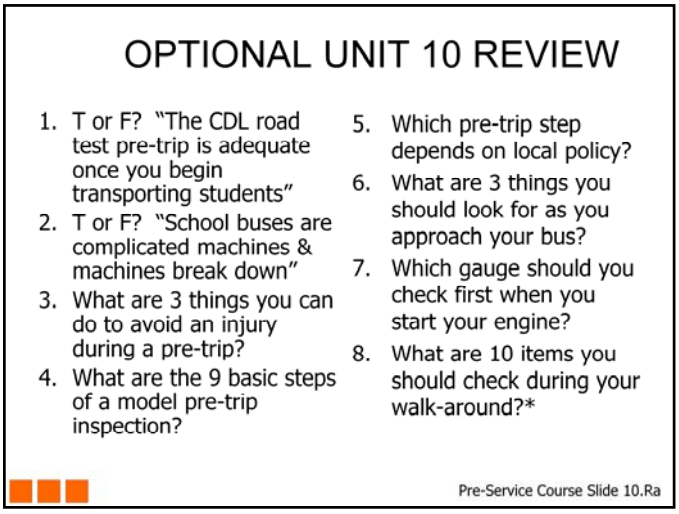
- Practice makes perfect. Practice the model school bus pre-trip with a trainer or an experienced driver, until you have it down pat.
- Don't be afraid to ask questions about the pre-trip – questions are the sign of a true professional.
- By law you must complete a DDVR for every bus you drive that day.
- You must sign before you leave the yard – certifying that you inspected the bus and it was in safe condition at that time.
- The DDVR must be filled out completely – mileage must be accurately logged.
- You must sign again at the end of the day, after your post-trip.
- If you discover a defect at the end of the day, you must note it on the DDVR.
- You must also counter-sign a DDVR if a mechanic has logged any maintenance or repair work on the bus.


Optional Unit 10.3:
Post-Trip Inspection
POST-TRIP: YOUR MOST IMPORTANT RESPONSIBILITY
Check each time you leave bus
Children may be asleep or hiding – anywhere
Driver and attendant should both check
Serious disciplinary action
You could lose your job, be arrested, be personally sued
Child could die in heat or cold*
SCHOOL BUS
Pre-Service Course Slide 10.3.1,2

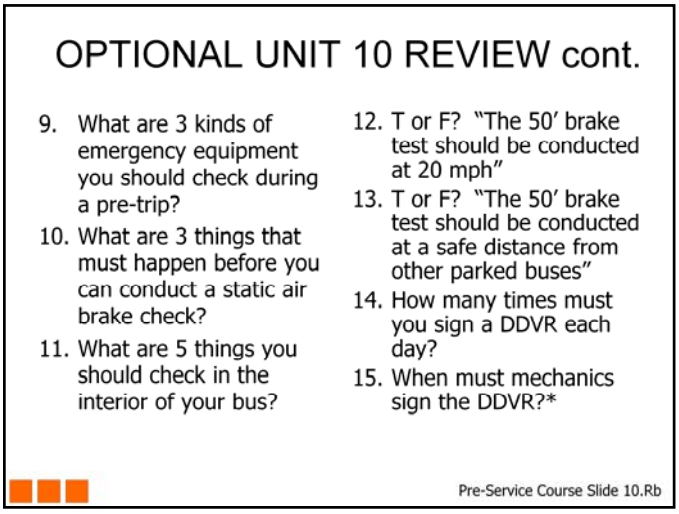
- You must check for children before getting off your bus for any reason – it's a law.
- Many, many children fall asleep on buses or hide to play a trick on the bus driver or don't want to go to school or go home for a variety of reasons.
- Both attendants and drivers must check – don't assume the other person checked for you.
- Serious disciplinary action against the driver is a minimum.
- You could lose your job.
- You could be arrested.
- You could be personally sued.


Optional Unit 10.3:
Post-Trip Inspection
OTHER RESPONSIBILITIES AT THE END OF THE DAY
Don't be in hurry
Always leave at least half a tank of fuel
Let diesels run 3-5 min.
Walk-around - check lights, tires, etc.
Turn off all controls and switches
Close all windows, Sweep every day
Make sure seat belts are accessible
ALWAYS pump air out of air brake
Turn in completed DDVR*
Pre-Service Course Slide 10.3.3

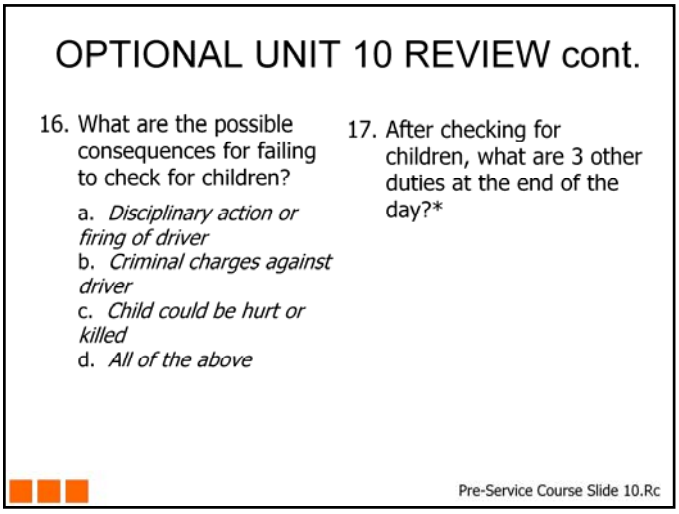
- Don't be in hurry after dropping off your last student – you still have important duties job.
- Always leave your bus ready for the next use – at least half a tank of fuel.
- Let diesels run 3-5 min. before shutting down.
- Do a walk-around - check lights, tires, etc.
- Turn off all controls and switches.
- Close all windows.
- Sweep every day.
- Make sure seat belts are accessible.
- ALWAYS pump air out of air brake buses – make sure spring brake cannot be release.
- Turn in completed DDVR.


OPTIONAL UNIT 10 REVIEW
1. T or F? "The CDL road test pre-trip is adequate once you begin transporting students"
2. T or F? "School buses are complicated machines & machines break down"
3. What are 3 things you can do to avoid an injury during a pre-trip?
4. What are the 9 basic steps of a model pre-trip inspection?
5. Which pre-trip step depends on local policy?
6. What are 3 things you should look for as you approach your bus?
7. Which gauge should you check first when you start your engine?
8. What are 10 items you should check during your walk-around?*
Pre-Service Course Slide 10.Ra

1. F
2. T
3. Shoes w/poor tread, Hanging drawstrings or jewelry, Buses moving in the yard, Sharp edges on the stop arm, Falling out the emergency door, Letting the hood slam down on you
4. 9 steps
    1. Approach the bus – visual check
    2. Under the hood (if required)
    3. Enter bus, check controls, start bus, set lights
    4. Exit bus, walk-around
    5. Re-enter bus, check emergency equipment, re-set lights
    6. Exit bus, curbside light check
    7. Re-enter bus, static brake check
    8. Check interior items
    9. 50' brake checks*
5. Under the hood
6. Body damage, bus leaning, Static leaks, puddles, Hanging wires, exhaust, etc., Unusual items under or around the bus
7. Oil pressure gauge
8. Walk Around
    1. Wheels/tires – work outside in to the center
    2. Headlights, marker & sign lights, red student flashers, license plate light, left turn signal
    3. Mirror brackets
    4. Antenna
    5. Stop arms
    6. Pressure leaks
    7. Reflectors, reflective tape
    8. Emergency doors, catch, seals, buzzers
    9. Damage all around
    10. Hanging wires
    11. Exhaust system, rear springs intact
    12. Drive shaft intact, protectors present
    13. Fuel cap secure


OPTIONAL UNIT 10 REVIEW cont.
9. What are 3 kinds of emergency equipment you should check during a pre-trip?
10. What are 3 things that must happen before you can conduct a static air brake check?
11. What are 5 things you should check in the interior of your bus?
12. T or F? "The 50' brake test should be conducted at 20 mph"
13. T or F? "The 50' brake test should be conducted at a safe distance from other parked buses"
14. How many times must you sign a DDVR each day?
15. When must mechanics sign the DDVR?*
Pre-Service Course Slide 10.Rb

9. Fire extinguisher, Seat Belt Cutter, First Aid Kit, Emergency Triangles
10. Air is fully charged, wigwag is set, engine is off with key in accessory position
11. Interior of Bus
    1. Seats – no damage, cushions secured,
    2. Seatbelts accessible,
    3. "Jump seat" operating
    4. Check Emergency exits (fully open every one) – buzzer, label, light
    5. Rear 4-ways & flashers from rear emergency door
12. F
13. T
14. Each bus you drive each day
15. When they have had to correct a defect that you identified

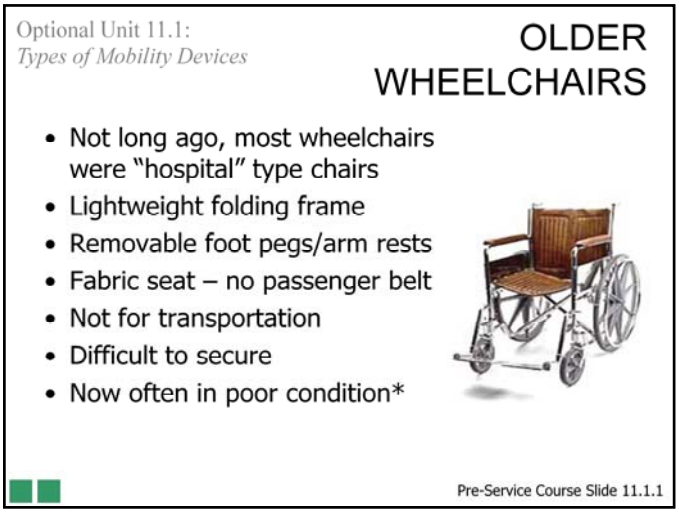

OPTIONAL UNIT 10 REVIEW cont.
16. What are the possible consequences for failing to check for children?
a. Disciplinary action or firing of driver
b. Criminal charges against driver
c. Child could be hurt or killed
d. All of the above
17. After checking for children, what are 3 other duties at the end of the day?*
Pre-Service Course Slide 10.Rc

16. d
17. End of day duties
    1. Don’t be in hurry
    2. Always leave at least half a tank of fuel
    3. Let diesels run 3-5 min.
    4. Walk-around - check lights, tires, etc.
    5. Turn off all controls and switches
    6. Close all windows, Sweep every day
    7. Make sure seat belts are accessible
    8. ALWAYS pump air out of air brake
    9. Turn in completed DDVR

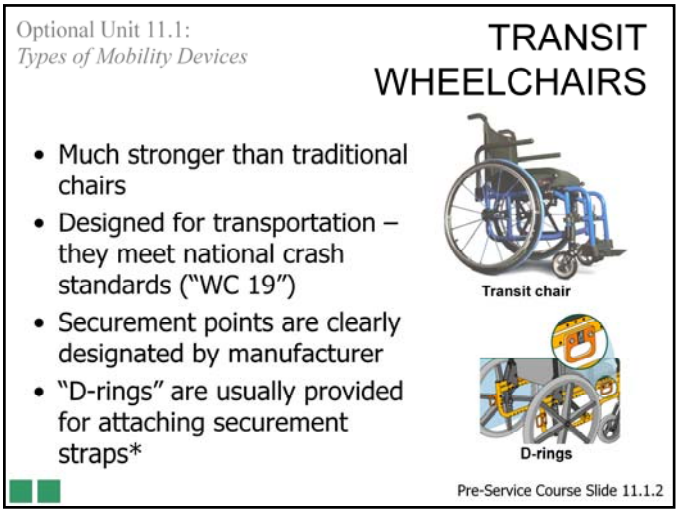
PRE-SERVICE
OPTIONAL UNIT 11

TRANSPORTING STUDENTS USING WHEELCHAIRS

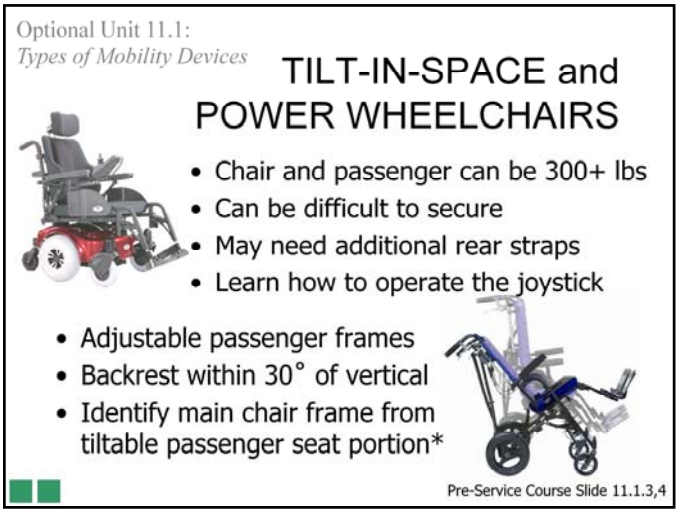
Pre-Service Course Slide 11.W


Optional Unit 11.1:
Types of Mobility Devices
OLDER WHEELCHAIRS
• Not long ago, most wheelchairs were "hospital" type chairs
• Lightweight folding frame
• Removable foot pegs/arm rests
• Fabric seat – no passenger belt
• Not for transportation
• Difficult to secure
• Now often in poor condition*
Pre-Service Course Slide 11.1.1

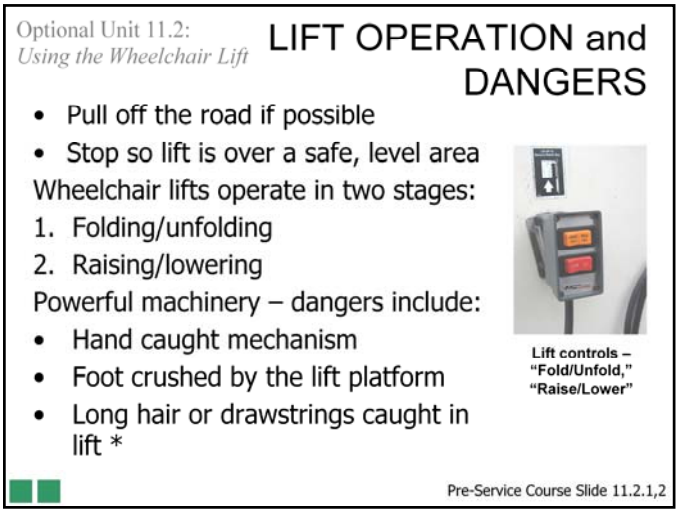
- Not long ago, most wheelchairs were “hospital” type chairs.
- Large rear, smaller front wheels, lightweight tubular folding frame, removable foot pegs/arm rests, fabric seat and no passenger belt.
- These chairs were not designed to be securely affixed to a motor vehicle traveling at highway speeds.
- Finding suitable securement points is difficult.
- Many of these chairs are still in use, often as loaners, and may be in poor condition.


Optional Unit 11.1:
Types of Mobility Devices
TRANSIT WHEELCHAIRS
• Much stronger than traditional chairs
• Designed for transportation – they meet national crash standards ("WC 19")
• Securement points are clearly designated by manufacturer
• "D-rings" are usually provided for attaching securement straps*
Transit chair
D-rings
Pre-Service Course Slide 11.1.2

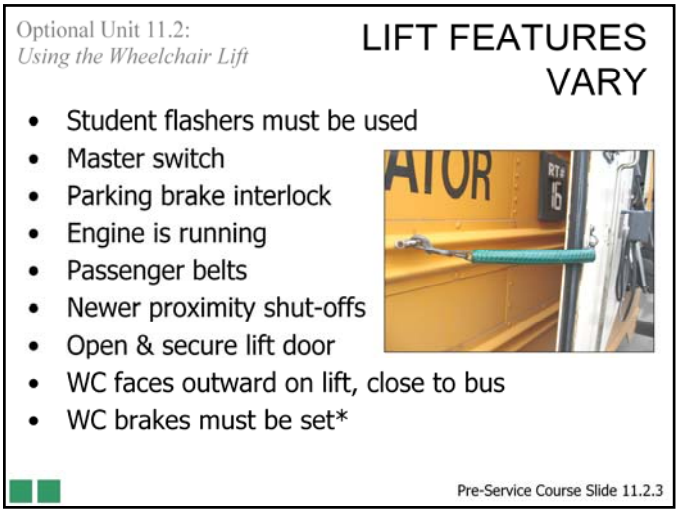
- Transit chairs have been tested to rigorous WC-19, a rigorous standard. Some of the smaller transit chairs might just look like folding strollers, but their design is strong and meets this new standard.


Optional Unit 11.1:
Types of Mobility Devices
TILT-IN-SPACE and POWER WHEELCHAIRS
• Chair and passenger can be 300+ lbs
• Can be difficult to secure
• May need additional rear straps
• Learn how to operate the joystick
• Adjustable passenger frames
• Backrest within 30° of vertical
• Identify main chair frame from tiltable passenger seat portion*
Pre-Service Course Slide 11.1.3,4

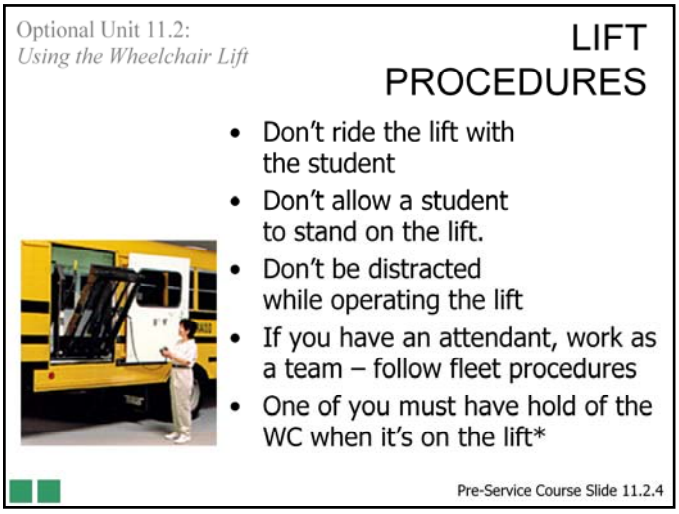
- Battery-powered chairs provide independence for the user.
- Chair and passenger can weigh several hundred pounds.
- Can be difficult to secure.
- 2 additional rear securement straps may be needed.
- Learn how to operate the joystick – child will probably be proud to show you.
- Adjustable passenger frames accommodate medical & physical needs of child.
- Should ride with backrest within 30 degrees of the vertical – further back may require repositioning of shoulder belt anchor point so belt still crosses child's shoulder.
- Tilt-in-space chairs can be tricky to secure – learn to distinguish main chair frame from tiltable passenger seat portion.


Optional Unit 11.2:
Using the Wheelchair Lift
LIFT OPERATION and DANGERS
• Pull off the road if possible
• Stop so lift is over a safe, level area
Wheelchair lifts operate in two stages:
1. Folding/unfolding
2. Raising/lowering
Powerful machinery – dangers include:
• Hand caught mechanism
• Foot crushed by the lift platform
• Long hair or drawstrings caught in lift *
Lift controls – "Fold/Unfold," "Raise/Lower"
Pre-Service Course Slide 11.2.1,2

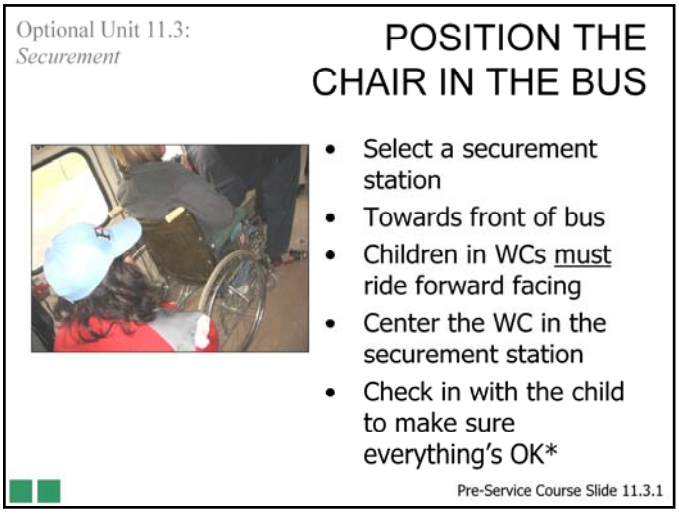
- Children using wheelchairs ride lift-equipped buses - lifts raise and lower children in their wheelchairs into and out of the bus.
- Pull to the right side of the road, or off the road completely into a loop driveway or parking area in front of the child's house if possible.
- Stop your bus so the lift is positioned over a safe, level area – a paved surface is best.
- Lifts must be treated with respect – they are complicated pieces of machinery.
- Children, attendants, and bus drivers have been hurt riding on and operating wheelchair lifts.
- *Wheelchair lifts operate in two stages:*
    - Folding/unfolding the platform from its stowed position in the bus, and
    - Raising/lowering the platform between ground and bus floor level.
- *Both functions are driven by powerful hydraulic or electrical machinery – an inattentive operator could easily be hurt:*
    - A hand could be caught in the lifting or folding mechanism and be pinched or severed,
    - A foot could be crushed by the lift platform as it comes down, or
    - Long hair or dangling drawstrings could get tangled in lift mechanisms.



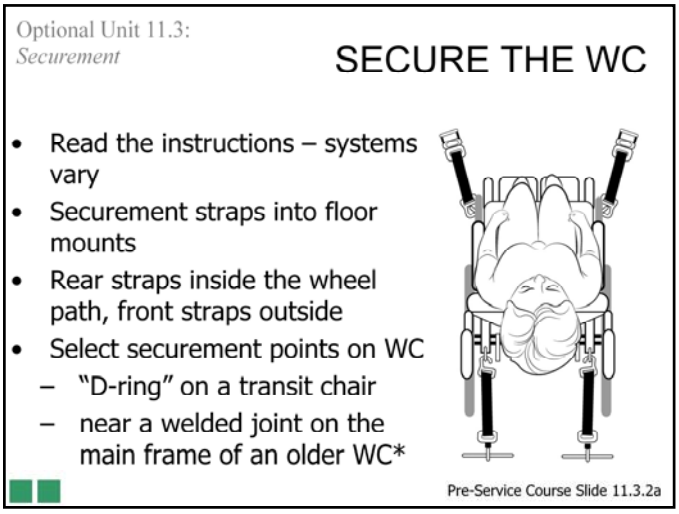
- Student flashers must be used. There no exemptions for buses that transport students who are wheelchair users.
- Most lifts have a master switch on the control panel.
- Some lifts won't work unless the bus parking brake is set – a safety interlock prevents the bus from moving when lift is deployed.
- Some lifts won't work unless engine is running.
- Some lifts have passenger belts, some don't – if equipped with a passenger belt, the lift won't operate unless the belt is latched.
- Newer lifts have additional safety features such as proximity shut-offs – if you're standing too close to the lift, it won't work.
- Open & secure lift door.
- Student in WC faces outward on the lift.
- Position passenger close to the bus, not at outer edge of lift.
- WC brakes must be set while passenger is on the lift.


Optional Unit 11.2:
Using the Wheelchair Lift
LIFT PROCEDURES
• Don't ride the lift with the student
• Don't allow a student to stand on the lift.
• Don't be distracted while operating the lift
• If you have an attendant, work as a team – follow fleet procedures
• One of you must have hold of the WC when it's on the lift*
Pre-Service Course Slide 11.2.4

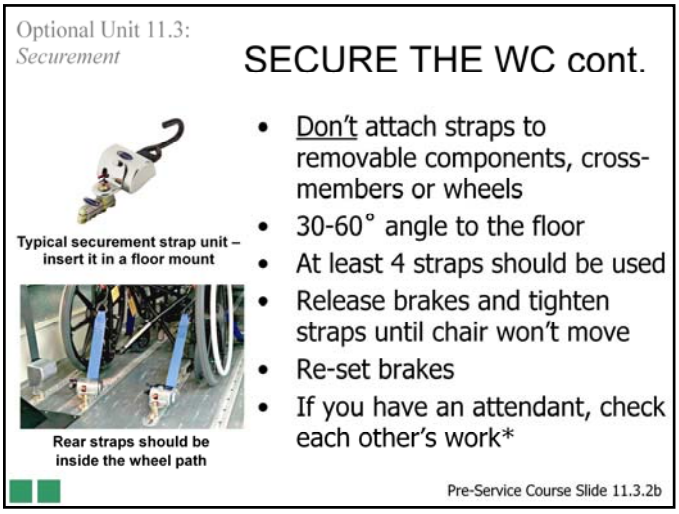
- Do not ride the lift with the student – it's not safe.
- Do not allow a student to stand on the lift. If they use a walker, have a spare chair on the bus that they can ride up the lift. Then give them their walker inside the bus to move to a seat and secure the empty chair.
- Do not allow yourself to be distracted while operating the lift.
- If you have an attendant, work as a team – follow fleet procedures for who gets out of the bus and who stays inside.
- One of you must have hold of the WC at all times when it's on the lift.


Optional Unit 11.3:
Securement
POSITION THE CHAIR IN THE BUS
Select a securement station
Towards front of bus
Children in WCs must ride forward facing
Center the WC in the securement station
Check in with the child to make sure everything's OK*
Pre-Service Course Slide 11.3.1

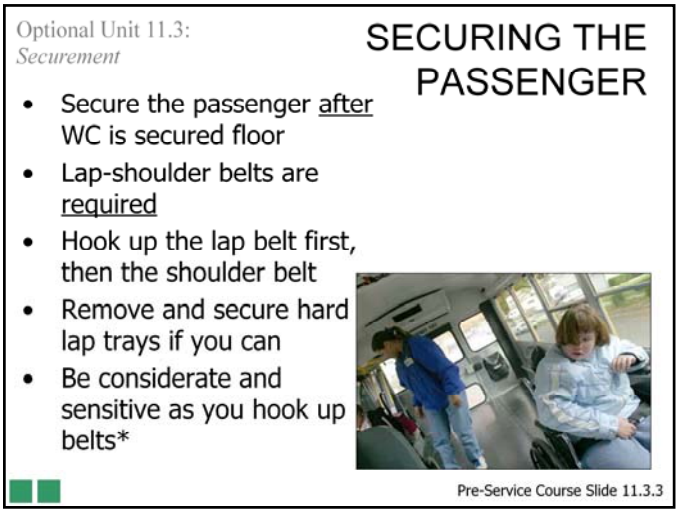
- Select a securement station – if there's a choice, place the WC between the axles in the center section of the bus where the ride is smoother.
- Children in WCs must always ride forward facing.
- Center the WC in the securement station – side to side, front to back.
- Check in with the child to make sure everything's OK with how you have the chair positioned.


Optional Unit 11.3:
Securement
SECURE THE WC
• Read the instructions – systems vary
• Securement straps into floor mounts
• Rear straps inside the wheel path, front straps outside
• Select securement points on WC
– "D-ring" on a transit chair
– near a welded joint on the main frame of an older WC*
Pre-Service Course Slide 11.3.2a

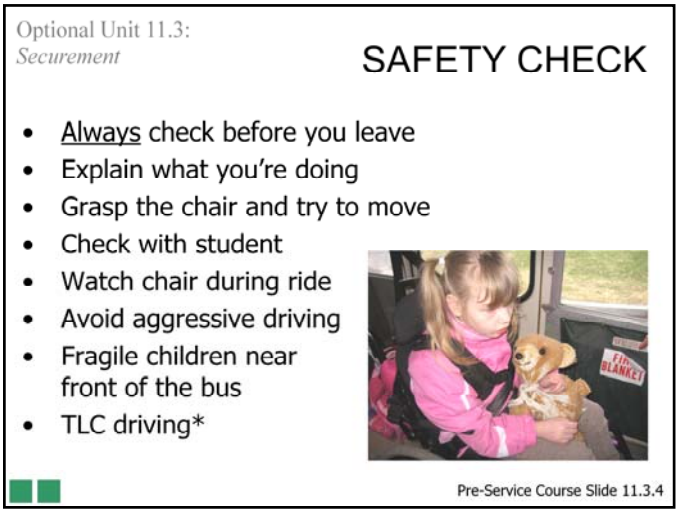
- There are many different types of securement systems – read the instructions for yours.
- Secure WC to bus floor before securing passenger with lap-shoulder belts.
- Insert securement straps in floor mounts.
- Rear straps should be inside the wheel path, front straps should be outside.
- Select securement points on the WC – a designated "D-ring" on a transit chair, or near a welded joint on the main frame of an older hospital-type chair.


Optional Unit 11.3:
Securement
SECURE THE WC cont.
Typical securement strap unit – insert it in a floor mount
Rear straps should be inside the wheel path
Don't attach straps to removable components, cross-members or wheels
30-60° angle to the floor
At least 4 straps should be used
Release brakes and tighten straps until chair won't move
Re-set brakes
If you have an attendant, check each other's work*
Pre-Service Course Slide 11.3.2b

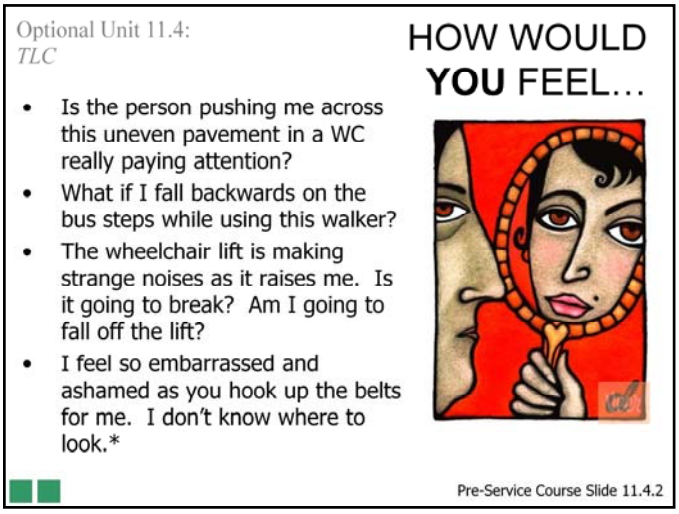
- On older chairs, <u>don't</u> attach straps to removable components such as arm rests, foot pegs, or hand grips, to folding cross-members of the frame, or to wheels.
- Straps should be ~ 30-60 degrees angle to the floor.
- At least 4 straps should be used – more for power chairs.
- Release WC brakes and tighten straps until chair won't move on the floor. Reset brakes.
- If you have an attendant, work as a team – there's no room for error, carefully double-check each other's work.


Optional Unit 11.3:
Securement
SECURING THE PASSENGER
Secure the passenger after WC is secured floor
Lap-shoulder belts are required
Hook up the lap belt first, then the shoulder belt
Remove and secure hard lap trays if you can
Be considerate and sensitive as you hook up belts*
Pre-Service Course Slide 11.3.3

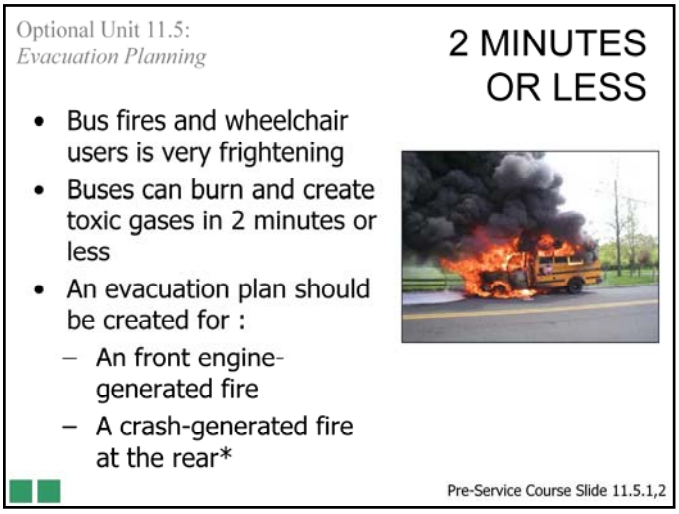
- Secure the passenger after WC is secured to the bus floor.
- Lap-shoulder belts are required, not optional.
- It's usually best to hook up the lap belt first – route it as close to the passenger's body as you can, low across the hips, and snug but not overly tight.
- Next, attach the shoulder belt – it should run over passenger's outboard collarbone and across chest – make sure it's not cutting into passenger's neck.
- Remove hard lap trays if you can.
- Be considerate and sensitive as you hook up belts.



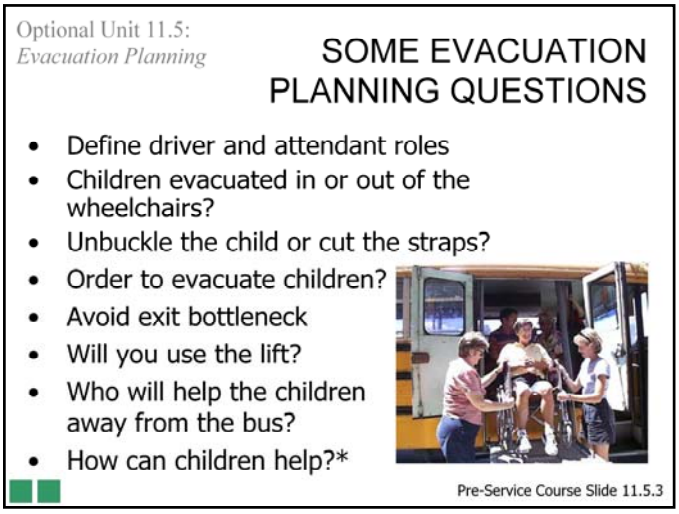
- Always check securement before leaving the bus stop.
- Tell the passenger what you're doing first.
- Grasp the chair and see if it will move.
- Double-check that everything's hooked up right – ask the passenger if everything feels OK.
- Don't be in a hurry – a small oversight could result in the chair tipping over and the child being injured.
- Keep an eye on securement during the bus ride, too – tip over incidents usually occur during the ride, not at the bus stop.
- Aggressive driving is dangerous when transporting fragile children. Going over a bump too fast could injure a child with a physical disability.
- Seat fragile children in the center of the bus whenever possible – the ride is much smoother.
- Tender Loving Care (TLC) driving is essential when driving a lift-equipped bus.


Optional Unit 11.4:
TLC
HOW WOULD
YOU FEEL…
• Is the person pushing me across this uneven pavement in a WC really paying attention?
• What if I fall backwards on the bus steps while using this walker?
• The wheelchair lift is making strange noises as it raises me. Is it going to break? Am I going to fall off the lift?
• I feel so embarrassed and ashamed as you hook up the belts for me. I don't know where to look.*
Pre-Service Course Slide 11.4.2

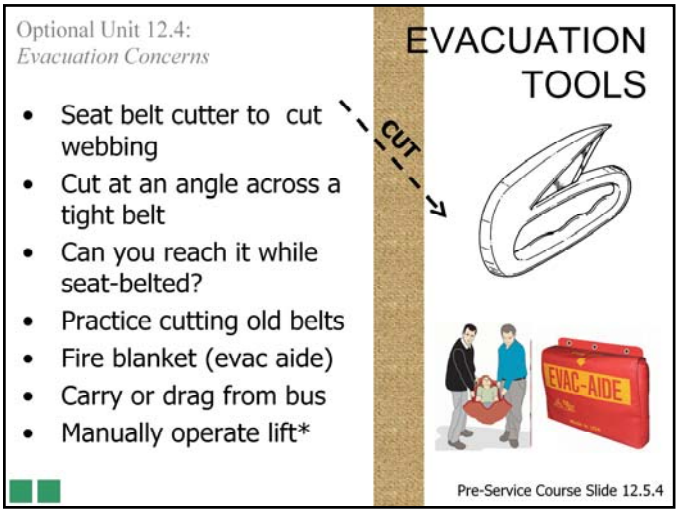
- Ask your drivers to consider how they would experience being a wheelchair user on


Optional Unit 11.5:
Evacuation Planning
2 MINUTES OR LESS
• Bus fires and wheelchair users is very frightening
• Buses can burn and create toxic gases in 2 minutes or less
• An evacuation plan should be created for :
– An front engine-generated fire
– A crash-generated fire at the rear*
Pre-Service Course Slide 11.5.1,2

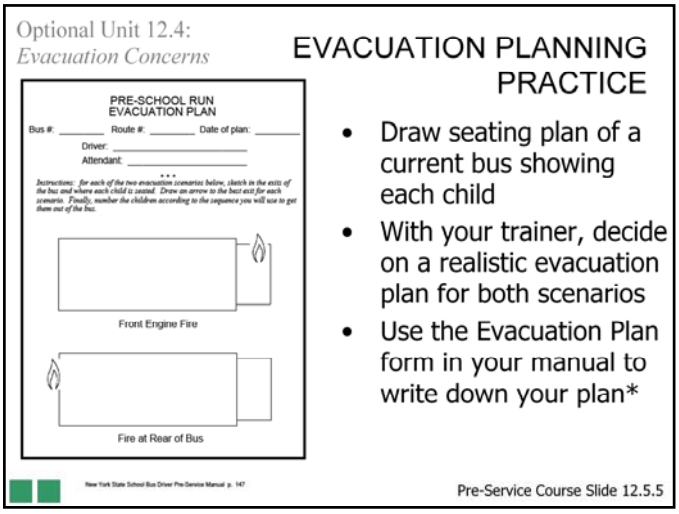
- Buses can burn quickly in some situations.
- Heat and toxic gases can make the passenger compartment unsurvivable in less than two minutes.
- Children who can't walk may take significantly longer to get out of the bus.


Optional Unit 11.5:
Evacuation Planning
SOME EVACUATION PLANNING QUESTIONS
Define driver and attendant roles
Children evacuated in or out of the wheelchairs?
Unbuckle the child or cut the straps?
Order to evacuate children?
Avoid exit bottleneck
Will you use the lift?
Who will help the children away from the bus?
How can children help?*
Pre-Service Course Slide 11.5.3

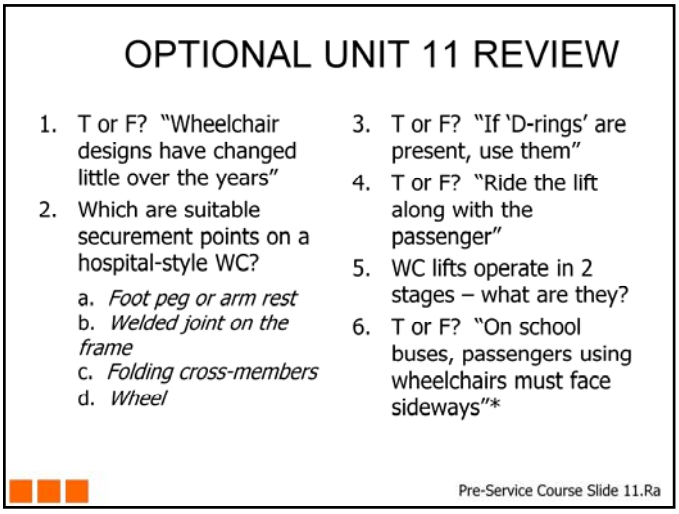
- Exactly what will the attendant's role be in each scenario?
- Will you evacuate children in or out of their wheelchairs?
- Will you unbuckle or cut the straps?
- What sequence will you evacuate children in each scenario?
- What exit(s) will you use for each scenario?
- How will you avoid a bottleneck at an exit?
- Will you attempt to use the wheelchair lift? Will you operate it manually? Will you lower it halfway and step the chairs down?
- Who will be outside to receive and oversee the children, and who will be inside getting them out?
- How can the children help each other get out?



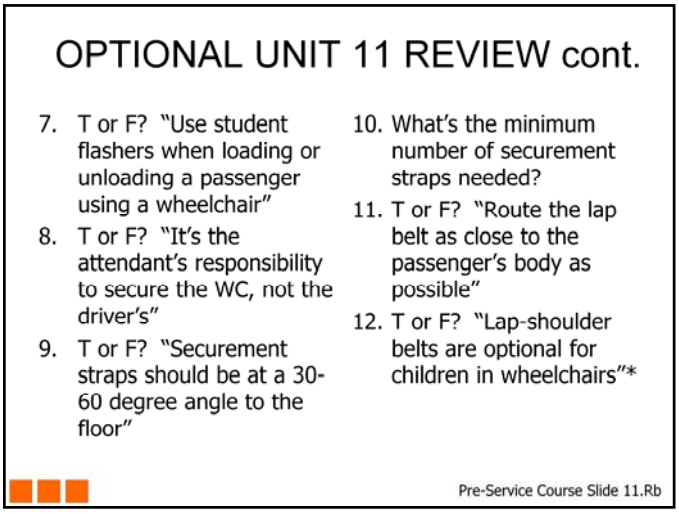
- It may be faster to cut straps rather than trying to unbuckle a child.
- Seat belt cutters work best drawn at an angle across a tight belt.
- A seat belt cutter should be located where you can reach it quickly in an emergency while still in your seat belt. If you need to cut yourself loose first, you'll need the cutter. There should also be one within reach of the bus monitor.
- Practice cutting old belts with a seat belt cutter.
- Fire blanket – for dragging a passenger or smothering a fire.
- Manual operation of lift - there are many different designs, learn how yours works; all are too slow for most real emergencies. Ask a mechanic to show you how to operate a WC lift manually.


Optional Unit 12.4:
Evacuation Concerns
EVACUATION PLANNING PRACTICE
PRE-SCHOOL RUN
EVACUATION PLAN
Bus #: _____ Route #: _____ Date of plan: _____
Driver: _____
Attendant: _____
Instructions: for each of the two evacuation scenarios below, sketch in the exits of the bus and where each child is seated. Draw an arrow to the best exit for each scenario. Finally, number the children according to the sequence you will use to get them out of the bus.
Front Engine Fire
Fire at Rear of Bus
• Draw seating plan of a current bus showing each child
• With your trainer, decide on a realistic evacuation plan for both scenarios
• Use the Evacuation Plan form in your manual to write down your plan*
Pre-Service Course Slide 12.5.5

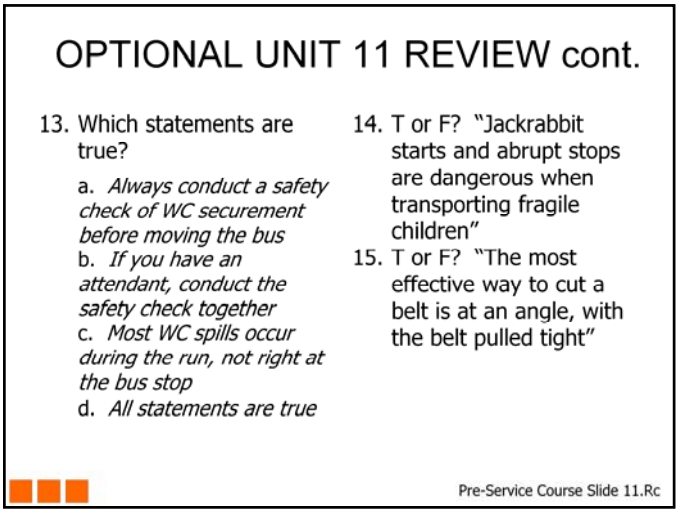
- On a blackboard, sketch out the seating plan of a current pre-school route in your operation.
- With your trainer, decide on a realistic evacuation plan for both scenarios.
- Use the Pre-School Run Evacuation Plan form in your manual to write down the plan you come up with.


OPTIONAL UNIT 11 REVIEW
1. T or F? "Wheelchair designs have changed little over the years"
2. Which are suitable securement points on a hospital-style WC?
a. Foot peg or arm rest
b. Welded joint on the frame
c. Folding cross-members
d. Wheel
3. T or F? "If 'D-rings' are present, use them"
4. T or F? "Ride the lift along with the passenger"
5. WC lifts operate in 2 stages – what are they?
6. T or F? "On school buses, passengers using wheelchairs must face sideways"*
Pre-Service Course Slide 11.Ra

1. F
2. b
3. T
4. F
5. Fold/Unfold and Raise/Lower
6. F


OPTIONAL UNIT 11 REVIEW cont.
7. T or F? "Use student flashers when loading or unloading a passenger using a wheelchair"
8. T or F? "It's the attendant's responsibility to secure the WC, not the driver's"
9. T or F? "Securement straps should be at a 30-60 degree angle to the floor"
10. What's the minimum number of securement straps needed?
11. T or F? "Route the lap belt as close to the passenger's body as possible"
12. T or F? "Lap-shoulder belts are optional for children in wheelchairs"*
Pre-Service Course Slide 11.Rb

7. T
8. F
9. T
10. 4
11. T
12. F

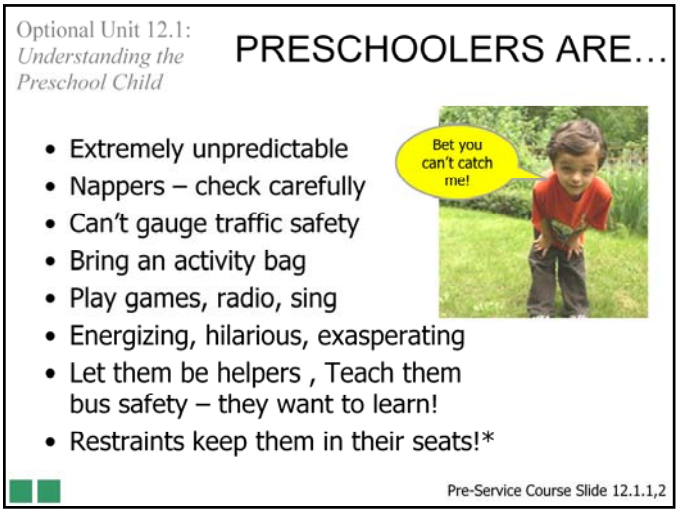

OPTIONAL UNIT 11 REVIEW cont.
13. Which statements are true?
a. Always conduct a safety check of WC securement before moving the bus
b. If you have an attendant, conduct the safety check together
c. Most WC spills occur during the run, not right at the bus stop
d. All statements are true
14. T or F? "Jackrabbit starts and abrupt stops are dangerous when transporting fragile children"
15. T or F? "The most effective way to cut a belt is at an angle, with the belt pulled tight"
Pre-Service Course Slide 11.Rc

13. d
14. T
15. T

PRE-SERVICE
OPTIONAL UNIT 12

TRANSPORTING
PRESCHOOL STUDENTS

Pre-Service Course Slide 12.W


Optional Unit 12.1:
Understanding the Preschool Child
PRESCHOOLERS ARE…
Extremely unpredictable
Nappers – check carefully
Can't gauge traffic safety
Bring an activity bag
Play games, radio, sing
Energizing, hilarious, exasperating
Let them be helpers , Teach them bus safety – they want to learn!
Restraints keep them in their seats!*
Bet you can't catch me!
Pre-Service Course Slide 12.1.1,2

Preschoolers are…

- Extremely unpredictable.
- Explorers - when they get off your bus they will wander off if given a chance.
- Expert "nappers" on buses – check your bus carefully after each run!
- Developmentally incapable of accurately gauging traffic dangers – can't cross road on their own.
- Bring an activity bag with picture and coloring books, simple handheld electronic games, etc.
- Try "find it" or "who do we pick up next" games.
- Listen to music with them, or sing with them.
- Working with preschoolers can be energizing and hilarious – but it can also be exasperating.
- Let them be helpers for simple tasks.
- Teach them bus safety – they want to learn!
- Restraints keep them where they belong – in their seats!

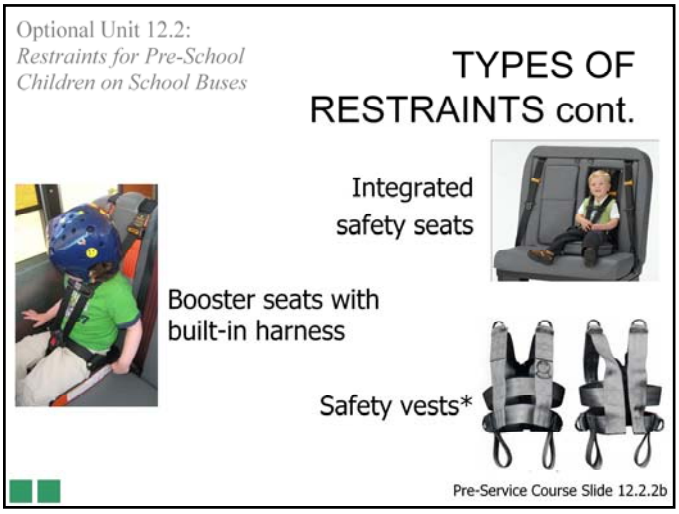
- If you work with young children day after day, you'll be surprised how much they learn about safety over the year.
- Your efforts will be appreciated by their new drivers next fall.
- This certificate is in the Trainee Manual.

Optional Unit 12.2:
Restraints for Pre-School Children on School Buses
LEGAL REQUIREMENTS
• All children under 4 must ride in an appropriate child safety restraint system (CSRS)
• In a school van or car, children under 8 must ride in a CSRS
• Make sure:
– Height and weight match CSRS
– No recalls
– No damage to seat
– Seat fits in bus*
Pre-Service Course Slide 12.2.1

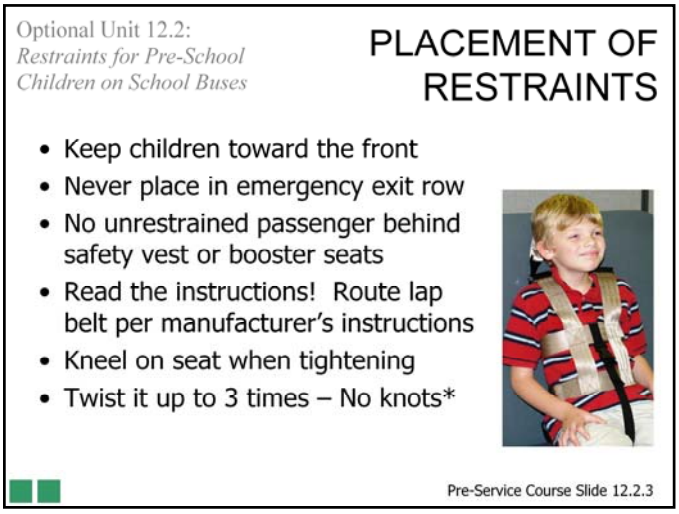
- On a school bus, all children under 4 must ride in an appropriate child safety restraint system (CSRS).
- In a school van or car, children under 8 must ride in a CSRS.
- The CSRS must be the right size for the child.
- The seat should not be under recall (see National Highway Safety Administration (NHTSA) web site, http://www-odi.nhtsa.dot.gov/cars/problems/recalls/childseat.cfm) .
- The seat should not be damaged or have been in a serious crash.
- The seat needs to fit in the bus seat. All seats do not fit in all school buses.

Optional Unit 12.2:
Restraints for Pre-School Children on School Buses
TYPES OF RESTRAINTS
• Rear-facing infant seats
– Stay rear-facing as long as seat allows
• Forward-facing restraints
• Secured with:
– Seat belt
– LATCH*
Fasten lower attachments on the child seat to lower anchors in the vehicle.
Pre-Service Course Slide 12.2.2a

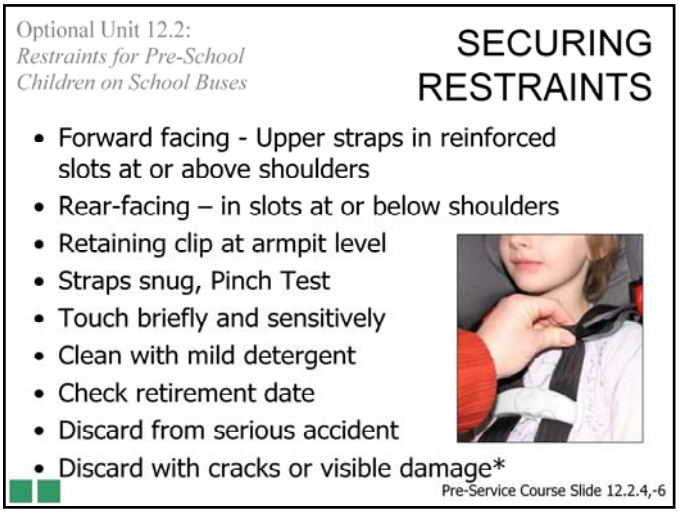
- Rear-facing infant seats – for children younger than 1 year old or weighing less than 20 pounds; usually attach to the bus seat with the bus lap belt. Newer rear-facing seats have upper weight limits of 35 pounds or more. Children should ride rear-facing as long as possible.
- Forward-facing restraints – children more than 1 year old and weighing more than 20 pounds may ride facing forward in a car seat or other type of restraint; car seats usually attach to the bus seat with the bus lap belt.
- Seats can also be attached with LATCH (Lower Anchors And Tethers for CHildren) attachments that are in the front rows of seat in some buses.


Optional Unit 12.2:
Restraints for Pre-School Children on School Buses
TYPES OF RESTRAINTS cont.
Integrated safety seats
Booster seats with built-in harness
Safety vests*
Pre-Service Course Slide 12.2.2b

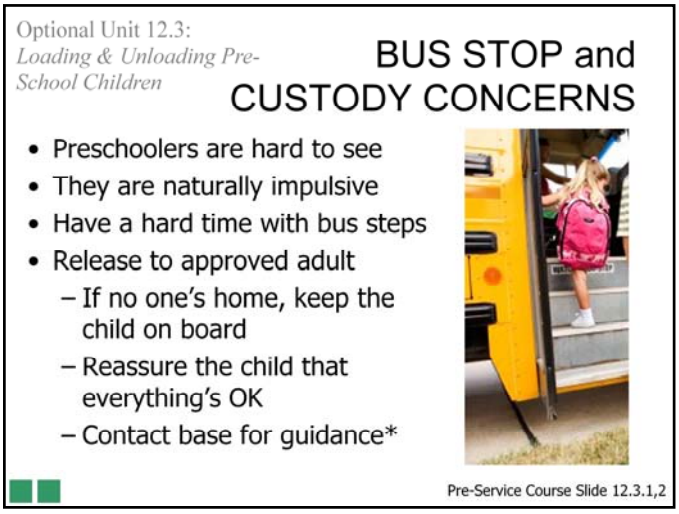
- Integrated safety seats – harnesses built-in to the school bus seat so it can be used for preschool or older students.
- Safety vests – available for children of all ages, not just preschoolers; usually attach to the bus seat with a “cam-wrap” that goes around the seat back.
- Booster seats with built-in harness – only booster seats with a built-in harness can be used on a school bus; usually attached to the bus seat with belts that wrap around the seat back.


Optional Unit 12.2:
Restraints for Pre-School Children on School Buses
PLACEMENT OF RESTRAINTS
• Keep children toward the front
• Never place in emergency exit row
• No unrestrained passenger behind safety vest or booster seats
• Read the instructions! Route lap belt per manufacturer's instructions
• Kneel on seat when tightening
• Twist it up to 3 times – No knots*
Pre-Service Course Slide 12.2.3

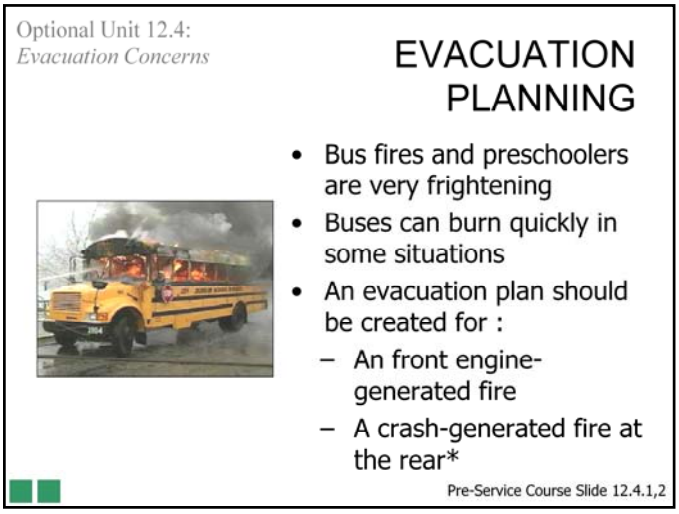
- Keep children in restraints toward the front of the bus whenever possible – you can keep a closer eye on them.
- Never place restraints in a row next to an emergency exit.
- Never let an unrestrained passenger – including a bus attendant - ride in the row behind a child in a safety vest or booster seat.
- Read the instructions! They should be included with the restraint.
- Attach restraint to the bus seat first.
- Route lap belt through the back of the car seat per manufacturer's instructions.
- Kneel on the car seat when tightening the lap belt.
- If seat belt stalk is too long to get the car seat tight, you may twist it up to 3 times – but don't tie a knot in it.


Optional Unit 12.2:
Restraints for Pre-School Children on School Buses
SECURING RESTRAINTS
• Forward facing - Upper straps in reinforced slots at or above shoulders
• Rear-facing – in slots at or below shoulders
• Retaining clip at armpit level
• Straps snug, Pinch Test
• Touch briefly and sensitively
• Clean with mild detergent
• Check retirement date
• Discard from serious accident
• Discard with cracks or visible damage*
Pre-Service Course Slide 12.2.4,-6

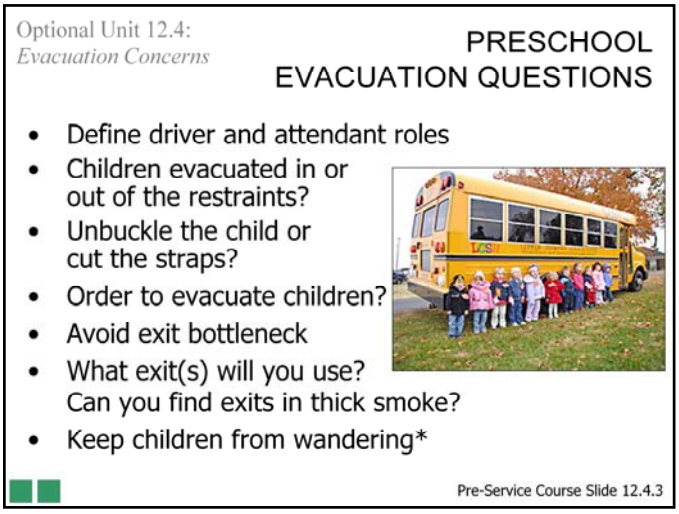
- When you're confident the restraint is tight enough in the bus seat – you should not be able to move it - secure the child in it using the 5-point harness. A forward facing seat should not move. A rear-facing seat may be able to move towards the back of the car, but not side-to-side or towards the front of the bus.
- Upper harness should utilize the set of slots at or above the child's shoulders and in reinforced slots forward-facing and should be at or below the shoulders in a rear-facing seat.
- The harness retaining clip should be at the child's armpit level.
- Use Harness straps should be snug but not uncomfortably tight and not twisted. You should not be able to pinch part of the strap into your fingers. The photo on the slide shows a belt that is too looses because the harness can be pinched.
- You must touch the child to secure the harness straps, but be as brief and sensitive as you can.
- Wipe them down regularly with a non-allergenic wipe or a mild detergent and water.
- Fabric back may come off the shell and may be washable – read the instructions.
- CSRS come with a mandatory retirement date – it may be on a sticker on the restraint itself.
- Restraints with cracks or any other visible damage, or any restraint that was on board a bus that's been in a significant crash, should be replaced.


Optional Unit 12.3:
Loading & Unloading Pre-School Children
BUS STOP and CUSTODY CONCERNS
• Preschoolers are hard to see
• They are naturally impulsive
• Have a hard time with bus steps
• Release to approved adult
– If no one's home, keep the child on board
– Reassure the child that everything's OK
– Contact base for guidance*
Pre-Service Course Slide 12.3.1,2

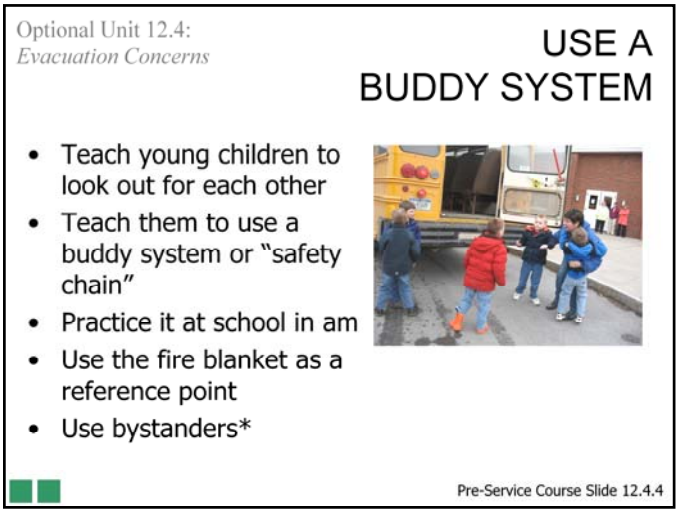
- Preschoolers are short and hard to spot near your bus.
- They are naturally impulsive – expect the unexpected at a pre-school bus stop!
- Preschoolers have a hard time getting up and down bus steps – teach them to use the handrail and insist they do every day.
- It's not safe to release preschoolers from your bus unless a responsible party is present to receive them – anything could happen.
- If no one's home, keep the child on board.
- Reassure the child that everything's OK.
- Contact base for guidance.


Optional Unit 12.4:
Evacuation Concerns
EVACUATION PLANNING
• Bus fires and preschoolers are very frightening
• Buses can burn quickly in some situations
• An evacuation plan should be created for :
– An front engine-generated fire
– A crash-generated fire at the rear*
Pre-Service Course Slide 12.4.1,2

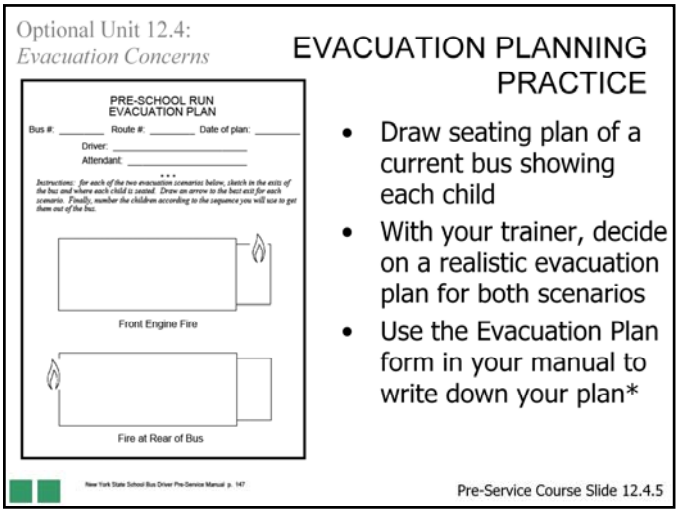
- The prospect of a fire on a bus with preschoolers in safety restraints is very frightening.
- Buses can burn quickly in some situations.
- An evacuation plan should be created for every pre-school run – you need to know exactly what to do for the two most common fire scenarios:
    1. An engine-generated fire at the front of the bus, or
    2. A fire at the rear caused by another vehicle crashing into your bus.


Optional Unit 12.4:
Evacuation Concerns
PRESCHOOL
EVACUATION QUESTIONS
Define driver and attendant roles
Children evacuated in or out of the restraints?
Unbuckle the child or cut the straps?
Order to evacuate children?
Avoid exit bottleneck
What exit(s) will you use? Can you find exits in thick smoke?
Keep children from wandering*
Pre-Service Course Slide 12.4.3

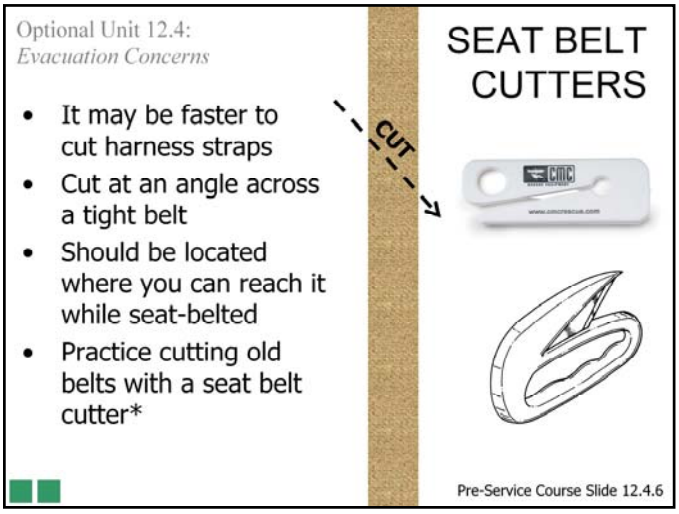
- Exactly what will the driver and attendant's role be in each scenario?
- Is it quicker to take the child out of the restraint, or the restraint out of the bus? Carrying young children out in their carseats makes it easier to keep them together after the evacuation.
- Is it quicker to unbuckle the child from the seat or cut the straps? Is it quicker to unbuckle the seat or to cut the seat belts?
- What sequence will you evacuate children in each scenario?
- What exit(s) will you use for each scenario? Can you find every exit in thick smoke?
- How will you avoid a bottleneck at an exit?
- How will you keep children from wandering off once they're outside?


Optional Unit 12.4:
Evacuation Concerns
USE A BUDDY SYSTEM
• Teach young children to look out for each other
• Teach them to use a buddy system or "safety chain"
• Practice it at school in am
• Use the fire blanket as a reference point
• Use bystanders*
Pre-Service Course Slide 12.4.4

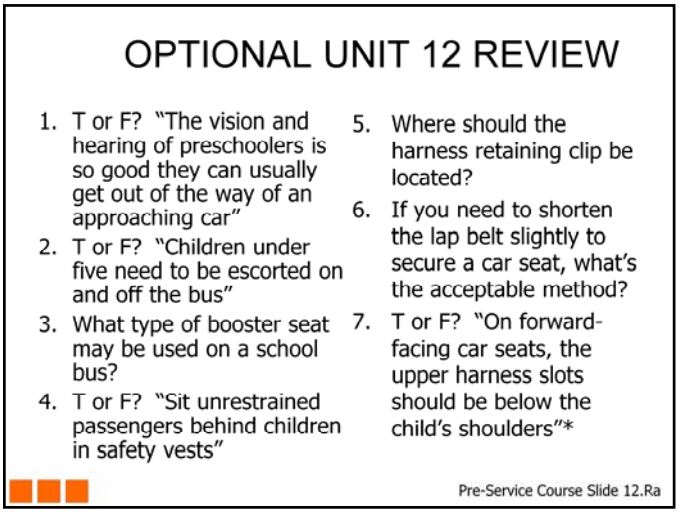
- Teach young children to look out for each other.
- Teach preschoolers to use a buddy system or make a “safety chain” by holding hands as they exit the bus in an emergency.
- You can practice it every morning when they get off the bus at school.
- Place the fire blanket on the ground as a reference point showing where they should go after they leave the bus.
- Accept the help of bystanders to carry or lead children to safety as you work to evacuate them.


Optional Unit 12.4:
Evacuation Concerns
EVACUATION PLANNING PRACTICE
PRE-SCHOOL RUN
EVACUATION PLAN
Bus #: _____ Route #: _____ Date of plan: _____
Driver: _____
Attendant: _____
Instructions: for each of the two evacuation scenarios below, sketch in the exits of the bus and where each child is seated. Draw an arrow to the best exit for each scenario. Finally, number the children according to the sequence you will use to get them out of the bus.
Front Engine Fire
Fire at Rear of Bus
• Draw seating plan of a current bus showing each child
• With your trainer, decide on a realistic evacuation plan for both scenarios
• Use the Evacuation Plan form in your manual to write down your plan*
Pre-Service Course Slide 12.4.5

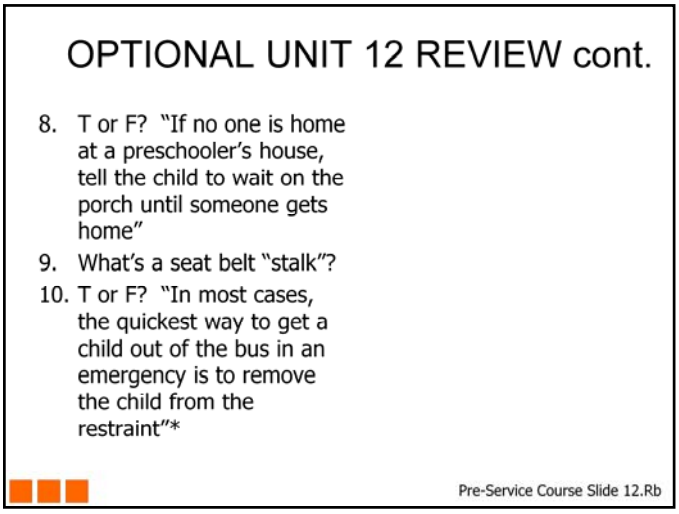
- On a blackboard, sketch out the seating plan of a current pre-school route in your operation.
- With your trainer, decide on a realistic evacuation plan for both scenarios.
- Use the Pre-School Run Evacuation Plan form in your manual to write down the plan you come up with.


Optional Unit 12.4:
Evacuation Concerns
It may be faster to cut harness straps
Cut at an angle across a tight belt
Should be located where you can reach it while seat-belted
Practice cutting old belts with a seat belt cutter*
CUT
SEAT BELT CUTTERS
Pre-Service Course Slide 12.4.6

- It may be faster to cut harness straps rather than trying to unbuckle a child.
- Seat belt cutters work best drawn at an angle across a tight belt.
- A seat belt cutter should be located where you can reach it quickly in an emergency while still in your seat belt. If you need to cut yourself loose first, you'll need the cutter. There should also be one within reach of the bus monitor.
- Practice cutting old belts with a seat belt cutter.


OPTIONAL UNIT 12 REVIEW
1. T or F? "The vision and hearing of preschoolers is so good they can usually get out of the way of an approaching car"
2. T or F? "Children under five need to be escorted on and off the bus"
3. What type of booster seat may be used on a school bus?
4. T or F? "Sit unrestrained passengers behind children in safety vests"
5. Where should the harness retaining clip be located?
6. If you need to shorten the lap belt slightly to secure a car seat, what's the acceptable method?
7. T or F? "On forward-facing car seats, the upper harness slots should be below the child's shoulders"*
Pre-Service Course Slide 12.Ra

1. F
2. T
3. One with built-in harness
4. F
5. At armpit level
6. Twist it no more than 3 times. Do not make a knot in it.
7. F


OPTIONAL UNIT 12 REVIEW cont.
8. T or F? "If no one is home at a preschooler's house, tell the child to wait on the porch until someone gets home"
9. What's a seat belt "stalk"?
10. T or F? "In most cases, the quickest way to get a child out of the bus in an emergency is to remove the child from the restraint"*
Pre-Service Course Slide 12.Rb

8. F
9. The end with the male buckle ending
10. F